HIGH SCHOOL ENGLISH GRAMMAR & COMPOSITION

WREN & MARTIN

HIGH SCHOOL ENGLISH GRAMMAR AND COMPOSITION

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PUBLISHERS' NOTE.

Both Wren's "High School English Grammar" and Wren and Martin's "High School English Composition" are now largely used in schools in the Madras and Bombay Presidencies. At the suggestion of several Headmasters, this one-volume edition of the two books is published at a low price.

Part II of "High School Grammar" is, however, omitted as Part I of "High School Composition" covers the same ground somewhat more fully.

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HIGH SCHOOL ENGLISH GRAMMAR.

CHAPTER I.

THE SENTENCE.

1. When we speak or write we use words. We generally use these words in groups ; as,

Little Jack Horner sat in a corner.

A group of words like this, which makes *complete sense,* is called a **Sentence.**

Kinds of Sentences.

2. Sentences are of four kinds:—

(1) Those which make *statements* or *assertions* ; as,

Humpty Dumpty sat on a wall.

(2) Those which ask *questions* ; as,

Where do you live ?

(3) Those which express *commands, requests,* or *entreaties* ; as,

Be quiet.
Have mercy upon us.

(4) Those which express *strong feelings* ; as,

How very cold the night is!
What a shame!

A sentence that makes a *statement* or *assertion* is called a **Declarative** or **Assertive** sentence.

A sentence that asks a *question* is called an **Interrogative** sentence.

A sentence that expresses a *command* or an *entreaty* is called an **Imperative** sentence.

A sentence that expresses *strong feeling* is called an **Exclamatory** sentence.

CHAPTER II.

SUBJECT AND PREDICATE.

3. When we make a sentence—

(1) We name some *person* or *thing* ; and

(2) *say* something about that person or thing.

In other words, we must have a *subject* to speak about and we must *say* or *predicate* something about that subject.

Hence every sentence has *two* parts—

(1) The part which names the person or thing we are speaking about. This is called the **Subject** of the sentence.

(2) The part which tells something about the Subject. This is called the **Predicate** of the sentence.

4. The Subject of a sentence usually comes first, but occasionally it is put after the Predicate ; as,

> Down went the Royal George.
> Sweet are the uses of adversity.

5. In Imperative sentences the Subject is left out ; as,

> Sit down. [Here the Subject *You* is understood.]
> Thank you. [Here the Subject *I* is understood.]

Exercise in Grammar. 1.

In the following sentences separate the Subject and the Predicate :—

1. The cackling of geese saved Rome.
2. The boy stood on the burning deck.
3. Tubal Cain was a man of might.
4. Stone walls do not a prison make.
5. The singing of the birds delights us.
6. Miss Kitty was rude at the table one day.
7. He has a good memory.
8. Bad habits grow unconsciously.
9. The earth revolves round the sun.
10. Nature is the best physician.
11. Edison invented the phonograph.
12. The sea hath many thousand sands.
13. We cannot pump the ocean dry.
14. Borrowed garments never fit well.
15. The early bird catches the worm.
16. All matter is indestructible.

17. Ascham taught Latin to Queen Elizabeth.
18. We should profit by experience.
19. All roads lead to Rome.
20. A guilty conscience needs no excuse.
21. The beautiful rainbow soon faded away.
22. No man can serve two masters.
23. A sick room should be well aired.
24. The dewdrops glitter in the sunshine.
25. I shot an arrow into the air.
26. A barking sound the shepherd hears.
27. The naked every day he clad.

CHAPTER III.

THE PHRASE AND THE CLAUSE.

6. Examine the group of words "in a corner." It makes sense, but *not complete* sense. Such a group of words, which makes sense, but not complete sense, is called a **Phrase.**

In the following sentences, the groups of words in italics are Phrases:—

The sun rises *in the east.*
Humpty Dumpty sat *on a wall.*
There came a giant *to my door.*
It was a sunset *of great beauty.*
The tops *of the mountains* were covered with snow.
Show me *how to do it.*

7. Examine the groups of words in italics in the following sentences:—

He has a chain *of gold.*
He has a chain *which is made of gold.*

We recognize the first group of words as a Phrase.

The second group of words, unlike the Phrase *of gold,* contains a Subject (*which*) and a Predicate (*is made of gold*).

Such a group of words which forms part of a sentence, and contains a Subject and a Predicate, is called a **Clause.**

In the following sentences, the groups of words in italics are Clauses:—

People *who pay their debts* are trusted.
We cannot start *while it is raining.*
I think *that you have made a mistake.*

CHAPTER IV.

PARTS OF SPEECH.

8. Words are divided into different kinds or classes, called **Parts of Speech**, *according to their use*; that is, *according to the work they do in a sentence.* The Parts of Speech are eight in number:—

1. Noun. 2. Adjective. 3. Pronoun. 4. Verb.
5 Adverb. 6. Preposition. 7. Conjunction. 8. Interjection.

9. A **Noun** is a word used as the *name* of a person, place, or thing; as,

Akbar was a great *king*.
Calcutta is on the *Hooghly*.
The *rose* smells sweet.
The *sun* shines bright.
His *courage* won him *honour*.

Note.—The word *thing* includes (i) all objects that we can see, hear, taste, touch, or smell; (ii) something that we can *think of*, but cannot perceive by the senses.

10. An **Adjective** is a word used to *add something* to the meaning of a noun; as,

He is a *brave* boy.
There are *twenty* boys in *this* class.

11. A **Pronoun** is a word used *instead of a noun*; as,

John is absent, because *he* is ill.
The books are where you left *them*.

12. A **Verb** is a word used to *say* something about some person, place, or thing; as,

The girl *wrote* a letter to her cousin.
Calcutta *is* a big town.
Iron and copper *are* useful metals.

13. An **Adverb** is a word used to *add something* to the meaning of a verb, an adjective, or another adverb; as,

He worked the sum *quickly*.
This flower is *very* beautiful.
She pronounced the word *quite* correctly.

14. A **Preposition** is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as,

There is a cow *in* the garden.
The girl is fond *of* music.
A fair little girl sat *under* a tree.

15. A **Conjunction** is a word used to *join* words or sentences ; as,

Rama *and* Hari are cousins.
Two *and* two make four.
I ran fast, *but* missed the train.

16. An **Interjection** is a word which expresses some sudden feeling ; as,

Hurrah! we have won the game.
Alas! she is dead.

17. As words are divided into different classes according to the work they do in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

Notice how the word *after* is used in the following sentences :—

They arrived soon *after*. (Adverb.)
They arrived *after* us. (Preposition.)
They arrived *after* we had left. (Conjunction.)

From the above examples we see that *the same word can be used as different parts of speech.*

Exercise in Grammar. 2.

Name the part of speech of each italicized word in the following sentences, giving in each case your reason for the classification :—

1. *Still* waters run deep.
2. He *still* lives in that house.
3. *After* the storm comes the calm.
4. The *after* effects of this drug are bad.
5. The *up* train is late.
6. It weighs *about* a pound.
7. He told us all *about* the battle.
8. He was only a yard *off* me.
9. Suddenly one of the wheels came *off*.
10. Mahomedans *fast* in the month of Ramzan.
11. He kept the *fast* for a week.
12. He is *on* the committee.
13. Let us move *on*.
14. Sit down and rest a *while*.
15. I will watch *while* you sleep.
16. They *while* away their evenings with books and games.

CHAPTER V.

THE NOUN: KINDS OF NOUNS.

18. A Noun is a word used as the *name* of a person, place or thing.

Note.—The word *thing* is used to mean anything that we can *think of*.

19. Look at the following sentence:—

Asoka was a wise *king*.

The noun *Asoka* refers to a *particular* king, but the noun *king* might be applied to any other king as well as to Asoka. We call *Asoka* a **Proper Noun**, and *king* a **Common Noun.**

Similarly:—

Sita	is a Proper Noun, while	*girl*	is a Common Noun.	
Hari	„ „ „	*boy*	„	„
Calcutta	„ „ „	*town*	„	„
India	„ „ „	*country*	„	„

The word *girl* is a Common Noun, because it is a name *common* to all girls, while *Sita* is a Proper Noun because it is the name of a *particular* girl.

Def.—A **Common Noun** is a name *given in common* to every person or thing *of the same class* or *kind.*

[*Common* here means *shared by all.*]

Def.—A **Proper Noun** is the name of some *particular* person or place.

[*Proper* means *one's own.* Hence a Proper Name is a person's *own* name.]

Note 1.—Proper Nouns are always written with a capital letter at the beginning.

Note 2.—Proper Nouns are sometimes used as Common Nouns; as,

1. He was the *Lukman* (= the wisest man) of his age.
2. Kalidas is often called the *Shakespeare* (= the greatest dramatist) of India.

Common Nouns include what are called Collective Nouns and Abstract Nouns.

20. A **Collective Noun** is the name of a number (or *collection*) of persons or things taken together and spoken of as *one whole*; as,

Crowd, mob, team, flock, herd, army, fleet, jury, family, nation, parliament, committee.

A fleet = a collection of ships or vessels.
An army = a collection of soldiers.
A crowd = a collection of people.
The police dispersed the *crowd.*
The French *army* was defeated at Waterloo.
The *jury* found the prisoner guilty.
A *herd* of cattle is passing.

21. An **Abstract Noun** is usually the name of a *quality, action,* or *state* considered apart from the object to which it belongs; as,

Quality.—Goodness, kindness, whiteness, darkness, hardness, brightness, honesty, wisdom, bravery.
Action.—Laughter, theft, movement, judgment, hatred.
State.—Childhood, boyhood, youth, slavery, sleep, sickness, death, poverty.

The names of the Arts and Sciences (*e. g.*, grammar, music, chemistry, etc.) are also Abstract Nouns.

[We can speak of a *brave* soldier, a *strong* man, a *beautiful* flower. But we can also think of these *qualities* apart from any particular person or thing, and speak of *bravery, strength, beauty* by themselves. So also we can speak of what persons do or feel apart from the persons themselves, and give it a name. The word *abstract* means *drawn off.*]

22. Abstract Nouns are formed—

(1) From Adjectives; as,
Kindness from *kind*; *honesty* from *honest.*
[Most abstract nouns are formed thus.]

(2) From Verbs; as,
Obedience from *obey*; *growth* from *grow.*

(3) From Common Nouns; as,
Childhood from *child*; *slavery* from *slave.*

Exercise in Grammar. 3.

Point out the Nouns in the following sentences, and say whether they are Common, Proper, Collective or Abstract:—

1. The crowd was very big.
2. Always speak the truth.
3. We all love honesty.
4. Our class consists of twenty pupils.
5. The elephant has great strength.
6. Solomon was famous for his wisdom.
7. Cleanliness is next to godliness.
8. We saw a fleet of ships in the harbour.

9. The class is studying grammar.
10. The Nile overflows its bank every year.
11. A committee of five was appointed.
12. Nelson is famous for his victory at Trafalgar.
13. The soldiers were rewarded for their bravery.
14. Without health there is no happiness.
15. He gave me a bunch of grapes.
16. I recognized your voice at once.
17. Our team is better than theirs.
18. Never tell a lie.
19. Wisdom is better than strength.
20. He sets a high value on his time.
21. I believe in his innocence.
22. This room is thirty feet in length.
23. I often think of the happy days of childhood.
24. The streets of some of our cities are noted for their crookedness.
25. What is your verdict, gentlemen of the jury?

Exercise in Composition. 4.

Write the Collective Nouns used to describe a number of

(1) Cattle; (2) Soldiers; (3) Sailors.

Write the qualities that belong to boys who are

(1) Lazy; (2) Cruel; (3) Brave; (4) Foolish.

Exercise in Composition. 5.

Form Abstract Nouns from the following Adjectives :—

Long,	strong,	wide,	broad,	high,
young,	true,	wise,	free,	poor,
humble,	short,	good,	proud,	just,
decent,	prudent,	vacant,	brave,	vain,
cruel,	dark,	sweet,	novel,	sane,
bitter,	deep,	human,	quick,	ignorant.

Form Abstract Nouns from the following Verbs :—

Laugh,	believe,	choose,	defend,	free,
obey,	serve,	move,	think,	see,
live,	hate,	conceal,	protect,	judge,
expect,	please,	seize,	advise,	relieve,
excel,	act,	flatter,	punish,	pursue,
know,	starve,	depart,	die,	converse,
steal,	occupy,	persevere,	succeed,	discover.

Form Abstract Nouns from the following Common Nouns:—

King,	infant,	mother,	priest,	friend,
man,	owner,	agent,	boy,	captain,
thief,	rogue,	hero,	bond,	rascal,
woman,	regent,	beggar,	pirate,	patriot,
bankrupt,	author,	coward,	pilgrim,	glutton.

CHAPTER VI.

THE NOUN: GENDER.

23. You know that living beings are of either the *male* or the *female* sex. Now compare the words in the following pairs:—

Boy.	Lion.	Hero.	Cock-sparrow.
Girl.	Lioness.	Heroine.	Hen-sparrow.

What do you notice?

The first word of each pair is the name of a *male* animal.

The second word of each pair is the name of a *female* animal.

A noun that denotes a *male* animal is said to be of the **Masculine Gender.**

[*Gender* comes from Latin *genus*, kind or sort.]

A noun that denotes a *female* animal is said to be of the **Feminine Gender.**

24. A noun that denotes *either a male or a female* is said to be of the **Common Gender**; as,

Parent, child, friend, pupil, servant, thief, relation, enemy, cousin, person, orphan, student, baby, monarch, neighbour, infant.

25. A noun that denotes a thing that is *neither male nor female* (*i. e.*, a thing *without life*) is said to be of the **Neuter Gender**; as,

Book, pen, room, tree.

[*Neuter* means *neither*, that is, neither male nor female.]

It will be thus seen that in Modern English the Gender of a noun is entirely a matter of sex or the absence of sex. It has nothing to do with the *form* of a noun, which determines its gender in many other languages, *e. g.*, in Urdu where *bagiche* is masculine and *lakri* is feminine.

Note.—Collective nouns, even when they denote living beings, are considered of the neuter gender.

Young children and the lower animals are also referred to as of the neuter gender.

26. Objects without life are often **personified,** that is, spoken of as if they were living beings. We then regard them as males or females.

The Masculine Gender is often applied to objects remarkable for strength and violence ; as,

The Sun, Summer, Winter, Time, Death.

The *sun* sheds *his* beams on rich and poor alike.

The Feminine Gender is often applied to objects remarkable for beauty, gentleness, and gracefulness ; as,

The Moon, the Earth, Spring, Autumn, Nature, Liberty, Justice, Mercy, Peace, Hope, Charity.

The *moon* has hid *her* face behind a cloud.

Spring has spread *her* mantle of green over the earth.

Peace hath *her* victories no less renowned than war.

This use is most common in poetry but certain nouns are personified in prose too. A ship is always spoken of as *she* ; as,

The ship lost all *her* boats in the storm.

Ways of Forming the Feminine of Nouns.

27. There are three ways of forming the Feminine of Nouns:—

(1) *By using an entirely different word* ; as,

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Bachelor	maid / spinster	Hart	roe
Boy	girl	Horse	mare
Brother	sister	Husband	wife
Buck	doe	King	queen
Bull (or ox)	cow	Lord	lady
Bullock	heifer	Man	woman
Cock	hen	Monk (or friar)	nun
Colt	filly	Nephew	niece
Dog	bitch	Papa	mamma
Drake	duck	Ram	ewe
Drone	bee	Sir	madam
Earl	countess	Son	daughter
Father	mother	Stag	hind
Gander	goose	Uncle	aunt
Gentleman	lady	Wizard	witch

(2) *By adding a syllable (-ess, -ine, -trix, -a, etc.)*; as,

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Author	authoress	Mayor	mayoress
Baron	baroness	Patron	patroness
Count	countess	Peer	peeress
Giant	giantess	Poet	poetess
Heir	heiress	Priest	priestess
Host	hostess	Prophet	prophetess
Jew	Jewess	Shepherd	shepherdess
Lion	lioness	Steward	stewardess
Manager	manageress	Viscount	viscountess

[Note that in the following *-ess* is added after *dropping* the vowel of the masculine ending.]

Masculine.	*Feminine*	*Masculine.*	*Feminine.*
Actor	actress	Preceptor	preceptress
Benefactor	benefactress	Prince	princess
Conductor	conductress	Songster	songstress
Enchanter	enchantress	Tempter	temptress
Founder	foundress	Seamster	seamstress
Hunter	huntress	Tiger	tigress
Instructor	instructress	Traitor	traitress
Negro	negress	Waiter	waitress
Abbot	abbess	Master	mistress
Duke	duchess	Murderer	murderess
Emperor	empress	Sorcerer	sorceress
Marquis	marchioness		

Note.—The suffix *-ess* is the commonest suffix used to form feminine nouns, from the masculine, and is the only one which we now use in forming a new feminine noun.

Masculine.	*Feminine*	*Masculine.*	*Feminine.*
Hero	heroine	Czar	czarina
Administrator	administratrix	Sultan	sultana
Executor	executrix	Signor	signora
Testator	testatrix	Fox	vixen

(3) *By placing a word before or after*; as,

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Bull-calf	cow-calf	Grand-father	grand-mother
Cock-sparrow	hen-sparrow	Great-uncle	great-aunt
He-goat	she-goat	Land-lord	land-lady
He-bear	she-bear	Milk-man	milk-maid
Jack-ass	jenny-ass	Pea-cock	pea-hen
Man-servant	maid-servant	Washer-man	washer-woman

CHAPTER VII.

THE NOUN: NUMBER.

28. Notice the change of form in the second word of each pair:—

Tree.	Box.	Ox.	Man.
Trees.	Boxes.	Oxen.	Men.

The first word of each pair denotes *one* thing, the second word of each pair denotes *more than one.*

A Noun that denotes *one* person or thing, is said to be in the **Singular Number**; as,

Boy, girl, cow, bird, tree, book, pen.

A Noun that denotes *more than one* person or thing, is said to be in the **Plural Number**; as,

Boys, girls, cows, birds, trees, books, pens.

Thus there are *two* Numbers in English—the Singular and the Plural.

How Plurals are Formed.

29. (i) The plural of nouns is generally formed *by adding -s to the singular*; as,

Boy, boys; girl, girls; book, books;
pen, pens; desk, desks; cow, cows.

(ii) But Nouns ending in *-s, -sh, -ch* (soft), or *-x* form the plural *by adding -es to the singular*; as,

Class, classes; kiss, kisses; dish, dishes;
brush, brushes; match, matches; watch, watches;
branch, branches; tax, taxes; box, boxes.

Most Nouns ending in *-o*, also form the plural *by adding -es to the singular*; as,

Buffalo, buffaloes; mango, mangoes; hero, heroes;
potato, potatoes; cargo, cargoes; echo, echoes.
negro, negroes; volcano, volcanoes;

EXCEPTIONS:—

Piano, pianos; canto, cantos;
dynamo, dynamos; memento, mementos;
bamboo, bamboos; quarto, quartos.

(iii) Nouns ending in *-y*, preceded by a *consonant*, form their plural *by changing -y into -i and adding -es*; as,

Baby, babies; lady, ladies; city, cities;
army, armies; story, stories; pony, ponies.

(iv) Several nouns ending in *-f* or *-fe* form their plural *by changing -f or -fe into v and adding -es*; as,

Thief, thieves;	wife, wives;	wolf, wolves;
life, lives;	calf, calves;	leaf, leaves;
loaf, loaves;	knife, knives;	shelf, shelves.

EXCEPTIONS:—

Chief, chiefs;	dwarf, dwarfs;	hoof, hoofs;
roof, roofs;	safe, safes;	proof, proofs;
gulf, gulfs;	serf, serfs;	strife, strifes.

30. A few nouns form their plural *by changing the inside vowel of the singular*; as,

Man, men; woman, women; foot, feet; tooth, teeth; goose, geese; mouse, mice; louse, lice.

31. There are a few nouns that form their plural *by adding -en* to the singular; as,

Ox, oxen; child, children.

32. Some nouns have the singular and the plural *alike*; as,

Swine, sheep, deer; cod, trout, salmon.

Pair, dozen, score, gross, hundred, thousand (when used after numerals).

I bought three *dozen* oranges.

Some people reach the age of three *score* and ten.

The car cost me five *thousand* rupees.

Stone, hundredweight.

He weighs above nine *stone*.

Twenty *hundredweight* make one ton.

33. Some nouns are used only in the plural.

(1) Names of instruments which have two parts forming a kind of pair; as,

Bellows, scissors, tongs, pincers, spectacles.

(2) Names of certain articles of dress; as,

Trousers, drawers, breeches.

(3) Names of diseases; as,

Measles, mumps.

(4) Names of games; as,

Billiards, draughts.

(5) Certain other nouns; as,

Annals, thanks, proceeds (of a sale), tidings, environs, nuptials, obsequies, assets, chattels.

34. Some nouns originally singular are now generally used in the plural; as,

Alms, riches, eaves.

Riches do many things.

35. The following plural forms are commonly used in singular:—

Mathematics, physics, mechanics, politics, news, innings.

Mathematics *is* his favourite study.

No news is good news.

The Hindus won by *an* innings and three runs.

'Means' is used either as singular or plural. But when it has the meaning of 'wealth' it is always plural; as,

He succeeded by *this* means (or, by *these* means) in passing the examination.

His means *are* small, but he has incurred no debt.

36. Certain Collective Nouns, though singular in form, are always used as plurals; as,

Poultry, cattle, vermin, people, gentry.

These *poultry are* mine.

Whose *are* these *cattle*?

Vermin destroy our property and carry disease.

Who *are* those *people* (= persons)?

There *are* few *gentry* in this town.

Note.—As a Common Noun 'people' means 'a nation' and is used in both singular and plural; as,

The French are a hard-working and brave *people*.

There are many different *peoples* in Europe.

37. A Compound Noun generally forms its plural *by adding -s to the principal word*; as,

Singular.	*Plural.*
Commander-in-chief	commanders-in-chief
Coat-of-mail	coats-of-mail
Son-in-law	sons-in-law
Daughter-in-law	daughters-in-law
Step-son	step-sons
Step-daughter	step-daughters
Maid-servant	maid-servants (but *man-servant*, plural *men-servants*.)
Passer-by	passers-by
Looker-on	lookers-on
Man-of-war	men-of-war.

We say *spoonfuls* and *handfuls*, because *spoonful* and *handful* are regarded as one word.

Note that the Proper Nouns *Brahman* and *Mussulman* are not compounds of *man*, therefore their plurals are *Brahmans*, *Mussulmans*.

38. Many nouns taken from foreign languages keep their original plural form; as,

From Latin—

Erratum, errata;	formula, formulæ (or formulas);
index, indices;	memorandum, memoranda;
radius, radii;	terminus, termini (or terminuses).

From Greek—

Axis, axes;	parenthesis, parentheses;
crisis, crises;	hypothesis, hypotheses;
basis, bases;	phenomenon, phenomena;
analysis, analyses;	criterion, criteria.

From Italian—

Bandit, banditti (or bandits).

From French—

Madame (madam), mesdames; monsieur, messieurs.

From Hebrew—

Cherub, cherubim (or cherubs); seraph, seraphim (or seraphs).

39. Some nouns have two forms for the plural, each with a somewhat different meaning.

Singular.	*Plural.*
Brother	brothers, *sons of the same parent.* brethren, *members of a society or a community.*
Cloth	cloths, *kinds or pieces of cloth.* clothes, *garments.*
Die	dies, *stamps for coining.* dice, *small cubes used in games.*
Fish	fishes, *taken separately.* fish, *collectively.*
Genius	geniuses, *persons of great talent.* genii, *spirits.*
Index	indexes, *tables of contents to books.* indices, *signs used in algebra.*
Penny	pennies, *number of coins.* pence, *amount in value.*

40. Some nouns have two meanings in the singular but only one in the plural.

	Singular.		Plural.
Light:	(1) *radiance*; (2) *a lamp.*	Lights:	*lamps.*
People:	(1) *nation*; (2) *men and women.*	Peoples:	*nations.*
Powder:	(1) *dust*; (2) *a dose of medicine in fine grains like dust.*	Powders:	*doses of medicine.*
Practice:	(1) *habit*; (2) *exercise of a profession.*	Practices:	*habits.*

41. Some nouns have one meaning in the singular, two in the plural.

	Singular.		Plural.
Colour:	*hue.*	Colours:	(1) *hues*; (2) *the flag of a regiment.*
Custom:	*habit.*	Customs:	(1) *habits*; (2) *duties levied on imports.*
Effect:	*result.*	Effects:	(1) *results*; (2) *property.*
Manner:	*method.*	Manners:	(1) *methods*; (2) *correct behaviour.*
Moral:	*a moral lesson.*	Morals:	(1) *moral lessons*; (2) *conduct.*
Number:	*a quantity.*	Numbers:	(1) *quantities*; (2) *verses.*
Pain:	*suffering.*	Pains:	(1) *sufferings*; (2) *care, exertion.*
Premise:	*proposition.*	Premises:	(1) *propositions*; (2) *buildings.*
Quarter:	*fourth part.*	Quarters:	(1) *fourth parts*; (2) *lodgings.*
Spectacle:	*a sight.*	Spectacles:	(1) *sights*; (2) *eye-glasses.*
Letter:	(1) *letter of the alphabet*; (2) *epistle.*	Letters:	(1) *letters of the alphabet*; (2) *epistles*; (3) *literature.*
Ground:	(1) *earth*; (2) *reason.*	Grounds:	(1) *enclosed land attached to house*; (2) *reasons*; (3) *dregs.*

42. Some nouns have different meanings in the singular and the plural.

Singular.	*Plural.*
Advice: *counsel.*	Advices: *information.*
Air: *atmosphere.*	Airs: *affected manners.*
Good: *benefit, well-being.*	Goods: *merchandise.*
Compass: *extent, range.*	Compasses: *an instrument for drawing circles.*
Respect: *regard.*	Respects: *compliments.*
Physic: *medicine.*	Physics: *natural science.*
Iron: *a kind of metal.*	Irons: *fetters.*
Force: *strength.*	Forces: *troops.*

43. Letters, figures and other symbols are made plural by adding an apostrophe and *s*; as,

There are more *e's* than *a's* in this page.
Dot your *i's* and cross your *t's*.
Add two 5*'s* and four 2*'s*.

44. It is usual to say—

The Miss Smiths. (Singular, Miss Smith.)

But we also say—

The Misses Smith.

45. Abstract Nouns have no plural.

Hope, charity, love, kindness.

When such words do appear in the plural, they are used as Common nouns; as,

Provocations = instances or cases of provocation.
Kindnesses = acts of kindness.

Names of substances or materials, called **Material Nouns**, are also not used in the plural.

Copper, iron, tin, wood.

When such words are used in the plural, they become Common nouns with changed meanings; as,

Coppers = copper coins; irons = fetters;
tins = cans made of tin; woods = forests.

CHAPTER VIII.

THE NOUN: CASE.

46. Examine these sentences:—

1. John threw a stone.
2. The horse kicked the boy.

In sentence 1, the noun *John* is the Subject. It is the answer to the question, 'Who threw a stone?'

The group of words *threw a stone* is the Predicate.

The Predicate contains the verb *threw*.

What did John *throw*?—A *stone*. *Stone* is the object which John threw. The noun *stone* is therefore called the **Object.**

In sentence 2, the noun *horse* is the Subject. It is the answer to the question, 'Who kicked the boy?'

The noun *boy* is the Object. It is the answer to the question, 'Whom did the horse kick?'

47. When a noun (or pronoun) is used as the Subject of a verb, it is said to be in the **Nominative Case.**

When a noun (or pronoun) is used as the Object of a verb, it is said to be in the **Objective** (or **Accusative**) **Case.**

Note.—To find the Nominative put *Who*? or *What*? before the verb.

To find the Accusative put *Whom*? or *What*? before the verb and its subject.

48. A noun which comes after a preposition is also said to be in the Accusative Case; as,

The book is in the *desk*.

The noun *desk* is in the Accusative Case, governed by the preposition *in*.

49. Read the following sentences:—

Hari broke the *window*. (Object.)

The *window* was broken. (Subject.)

It will be seen that Nouns in English have the *same form* for the Nominative and the Accusative.

The Nominative generally comes *before* the verb, and the Accusative *after* the verb. Hence they are distinguished by the *order* of words, or by the sense.

50. Examine the sentence:—

This is Rama's umbrella.

Rama's umbrella = the umbrella *belonging to* Rama.

The *form* of the noun *Rama* is changed to *Rama's* to show ownership or *possession*. The Noun *Rama's* is therefore said to be in the **Possessive** (or **Genitive**) **Case.**

The Possessive answers the question, 'Whose?'

Whose umbrella?—Rama's.

51. The Possessive Case does not always denote possession. It is used to denote authorship, origin, kind, etc.; as,

Shakespeare's plays=the plays written by Shakespeare.
A mother's love=the love felt by a mother.
Sir Surendranath's speech=the speech delivered by Sir Surendranath.
The court's decree=the decree passed by the court.
Wellington's victories=the victories gained by Wellington.
Rama's temple=the temple dedicated to Rama.
Solomon's temple=the temple built by Solomon.

Formation of the Possessive Case.

52. (1) When the noun is Singular, the Possessive Case is formed by adding *'s* to the noun; as,

The *boy's* book; the *king's* crown.

Note.—The letter *s* is omitted in a few words where too many hissing sounds would come together; as,

For *conscience'* sake; for *goodness'* sake;
For *justice'* sake; for *Jesus'* sake; *Moses'* laws.

(2) When the noun is Plural, and ends in *s*, the Possessive Case is formed by adding only an apostrophe; as,

Boys' school; *girls'* school; *horses'* tails.

(3) When the noun is Plural, but does not end in *s*, the Possessive is formed by adding *'s*; as,

Men's club; *children's* books.

53. When a noun or a title consists of several words, the Possessive sign is attached only to the last word; as,

The Nawab of Rampur's library.
I saw it at Asquith and Lord's.

54. When two nouns are in apposition, the Possessive sign is put to the latter only; as,

That is Tagore the poet's house.

55. Also when two nouns are closely connected, the Possessive sign is put to the latter; as,

Huntley and Palmer's biscuits.
William and Mary's reign.

56. Each of two or more connected nouns implying *separate* possession must take the possessive sign; as,

Gardiner's and Green's histories.
Goldsmith's and Cowper's poems.

Use of the Possessive Case.

57. The Possessive Case is now used chiefly with the names of *living things*; as,

The *Governor's* bodyguard; the *lion's* mane.

So we must say:

The leg of the table [*not*, the table's leg].
The cover of the book [*not*, the book's cover].
The roof of the house [*not*, the house's roof].

58. But the Possessive is used with the names of *personified* objects*; as,

India's heroes; *Nature's* laws; *Fortune's* favourite; at *duty's* call; at *death's* door.

59. The Possessive is also used with nouns denoting time, space or weight; as,

A *day's* march; a *week's* holiday; in a *year's* time; a *stone's* throw; a *foot's* length; a *pound's* weight.

60. The following phrases are also in common use:—

At his *fingers'* ends; for *mercy's* sake; to his *heart's* content; at his *wit's* end; a *boat's* crew.

61. The words *cathedral, house, school, shop* are often omitted after a Possessive Case; as,

The memorial service for Lord Kitchener was held at *St. Paul's.*
To-night I dine at my *uncle's.*
I attend the Town High School but my cousin attends *St. Xavier's.*
You can get this at *Kemp's* or *Treacher's.*

62. When you are in doubt whether to use a noun in the possessive case or with the preposition *of*, remember that, as a general rule, the possessive case is used to denote possession or ownership. Thus it is better to say 'the defeat of the enemy' than 'the enemy's defeat', even though no doubt as to the meaning would arise.

Sometimes, however, a noun in the possessive case has a different meaning from a noun used with the preposition *of*; as,

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* When an inanimate thing has ascribed to it the attributes of a person, it is said to be *personified.* (See § 26.)

'The King's reception in London' means a reception or levee held by the King in London.

'The reception of the King in London' means the manner in which the people welcomed him when he entered London.

The phrase 'the love of a father' may mean either 'a father's love of his child' or 'a child's love of his father.'

Declension of Nouns.

63. When we give in order the various cases of a noun (or pronoun) in the two numbers, we are said to **decline** it or to give its **Declension.** Thus the full declensions of the nouns *girl* and *man* are as follows:—

	Singular.	*Plural.*
Nominative Case:	girl	girls
Genitive Case:	girl's	girls'
Accusative Case:	girl	girls
Nominative Case:	man	men
Genitive Case:	man's	men's
Accusative Case:	man	men

Nominative of Address.

64. Read the following sentence:—

Come here, *Rama.*

In the above sentence *Rama* is the name of the person *spoken to* or *addressed.* We call its case the **Nominative of Address** (or the **Vocative Case).**

Other examples:—

Come on, *boys.*
Come into the garden, *Maud.*
Drink, pretty *creature*, drink.
O *Death*, where is thy sting?
Friends, Romans, countrymen, lend me your ears.

A Noun used to name a person or thing addressed is in the Vocative Case.

Dative Case.

65. Compare:—

1. Rama gave a *ball.*
2. Rama gave *Hari* a *ball.*

In each of these sentences the noun *ball* is the Object of *gave*.

In the second sentence we are told that *Hari* was the person *to whom* Rama gave a ball.

The noun *Hari* is called the **Indirect Object** of the verb *gave*, and is said to be in the **Dative Case.**

The noun *ball*, the ordinary Object, is called the **Direct Object**, and is in the Accusative Case.

It will be noticed that the position of the Indirect Object is immediately after the verb and before the Direct Object.

[*Dative* means 'of or belonging to *giving*' because the verbs with which Indirect Objects are used may generally be classed as verbs of *giving*.]

NOTE.

Rama gave Hari a ball=Rama gave a ball *to* Hari.
Will you do me a favour ?=Will you do a favour *to* me ?
I bought Rama a ball=I bought a ball *for* Rama.
Fetch the boy a book=Fetch a book *for* the boy.
She made Ruth a new dress=She made a new dress *for* Ruth.
Get me a taxi=Get a taxi *for* me.

We see that the Indirect Object of a verb denotes the person *to whom* something is given, or *for whom* something is done.

Nouns in Apposition.

66. Read the following sentence:—

Rama, our *captain*, made fifty runs.

We see that Rama and our *captain* are one and the same person. The noun *captain* follows the noun *Rama* simply to explain which Rama is referred to.

When one noun follows another to describe it, the noun which follows is said to be **in apposition** to the noun which comes before it.

[*Apposition* means a *placing near*.]

A noun in apposition is in the *same* case as the noun which it explains.

In the above sentence the noun *captain* is in apposition to the noun *Rama*, and is in the Nominative Case (because *Rama* is in the Nominative Case).

Further examples:—

1. Kabir, the great *reformer*, was a weaver.
2. Yesterday I met your uncle, the *doctor*.
3. Have you seen Ganguli, the *artist's* drawings?

In sentence 1, the noun in apposition is in the Nominative Case.

In sentence 2, the noun in apposition is in the Accusative Case. [Why?]

In sentence 3, the noun in apposition is in the Genitive Case. [Why?]

Parsing of Nouns.

67. To **Parse** a word is to show—

(1) What part of speech it is,
(2) how it is inflected or changed in form (if at all),
and (3) how it is related to other words in the sentence.

68. To parse a Noun we must give—

(1) Its Kind: whether Proper, Common, Collective, or Abstract.
(2) Its Gender: whether Masculine, Feminine, Common, or Neuter.
(3) Its Number: whether Singular or Plural.
(4) Its Case: whether Nominative, Accusative, Genitive, Vocative, or Dative.
(5) Its Relation to other words.

Parsing Models.

(1) The woman shook her head.

woman—Common noun, feminine gender, singular number, nominative case, subject of the verb *shook*.

head—Common noun, neuter gender, singular number, accusative case, object of the verb *shook*.

(2) Hari's books are in the desk.

Hari's—Proper noun, masculine gender, singular number, genitive case, governed by the noun *books*.

books—Common noun, neuter gender, plural number, nominative case, subject of the verb *are*.

desk—Common noun, neuter gender, singular number, accusative case, governed by the preposition *in*.

(3) I teach the girls music.

girls—Common noun, feminine gender, plural number, dative case, indirect object of the verb *teach*.

music—Abstract noun, neuter gender, singular number, accusative case, direct object of the verb *teach*.

(4) The crowd applauded him.

crowd—Collective noun, neuter gender, singular number, nominative case, subject of the verb *applauded*.

Exercise in Grammar. 6.

Parse the Nouns in the following sentences:—

1. Calcutta stands on the Hooghli.
2. The people rang the bells for joy.
3. Every dog has his day.
4. Birds have wonderfully keen eyes.
5. The Queen bravely faced the mob.
6. Lend me your ears.
7. For mercy's sake be quiet.
8. The Spanish fleet was entirely destroyed.
9. Please give your brother this letter.
10. Man's unhappiness comes of his ambition.

CHAPTER IX.

THE ADJECTIVE.

69. Read the following sentences:—

1. Sita is a *clever* girl. (Girl of *what kind*?)
2. I don't like *that* boy. (*Which* boy?)
3. He gave me *five* mangoes. (*How many* mangoes?)
4. There is *little* time for preparation. (*How much* time?)

In sentence 1, 'clever' shows *what kind* of girl Sita is; or, in other words, 'clever' *describes* the girl Sita.

In sentence 2, 'that' *points out* which boy is meant.

In sentence 3, 'five' shows *how many* mangoes he gave me.

In sentence 4, 'little' shows *how much* time there is for preparation.

A word used with a noun to *describe*, or *point out*, the person, animal, place or thing which the noun names, or to tell the *number* or *quantity*, is called an **Adjective**.

So we may define an Adjective as a word used with a noun to *add something to its meaning*.

[*Adjective* means *added to*.]

70. Look at the following sentences:—

1. The *lazy* boy was punished.
2. The boy is *lazy*.

In sentence 1, the Adjective *lazy* is used along with the noun *boy* as an *epithet* or *attribute*. It is therefore said to be used **Attributively.**

In sentence 2, the Adjective *lazy* is used along with the verb *is*, and forms part of the Predicate. It is therefore said to be used **Predicatively.**

Some Adjectives can be used only Predicatively; as,

She is *afraid* of ghosts.
I am quite *well*.

Kinds of Adjectives.

Adjectives may be divided into the following classes:—

71. Adjectives of Quality (or **Descriptive Adjectives**) show the *kind* or *quality* of a person or thing; as,

Calcutta is a *large* city.
He is an *honest* man.
The *foolish old* crow tried to sing.
This is a Grammar of the *English** language.

[*Adjectives formed from Proper Nouns (e.g., *French* wines, *Turkish* tobacco, *Indian* tea, etc.) are sometimes called **Proper Adjectives.** They are generally classed with Adjectives of Quality.]

Adjectives of Quality answer the question: *Of what kind?*

✓ **72. Adjectives of Quantity** show *how much* of a thing is meant; as,

I ate *some* rice.
He showed *much* patience.
He has *little* intelligence.
We have had *enough* exercise.
He has lost *all* his wealth.
You have *no* sense.
He did not eat *any* rice.
Take *great* care of your health.
He claimed his *half* share of the booty.
There has not been *sufficient* rain this year.
The *whole* sum was expended.

Adjectives of Quantity answer the question: *How much?*

73. Adjectives of Number (or **Numeral Adjectives**) show *how many* persons or things are meant, or *in what order* a person or thing stands; as,

The hand has *five* fingers.
Few cats like cold water.
There are *no* pictures in this book.
I have taught you *many* things.
All men must die.
Here are *some* ripe mangoes.
Most boys like cricket.
There are *several* mistakes in your exercise.
Sunday is the *first* day of the week.

Adjectives of Number answer the question: *How many?*

74. Adjectives of Number (or Numeral Adjectives) are of three kinds:—

(i) **Definite Numeral Adjectives**, which denote an *exact* number; as,

One, two, three, etc. These are called **Cardinals.**
First, second, third, etc. These are called **Ordinals.**

[A Cardinal denotes *how many*, and an Ordinal the *order* of things in a series. It will be seen that Ordinals really do the work of Demonstrative Adjectives. See § 76.]

(ii) **Indefinite Numeral Adjectives**, which do *not* denote an exact number; as,

All, no; many, few; some, any; certain, several, sundry.

(iii) **Distributive Numeral Adjectives,** which refer to each one of a number; as,

Each boy must take his turn.
England expects *every* man to do his duty.
Every word of it is false.
Either pen will do.
On *either* side is a narrow lane.
Neither accusation is true.

75. The same Adjective may be classed as of Quantity or Number, according to its use.

Adjectives of Quantity.	*Adjectives of Number.*
I ate *some* rice.	*Some* boys are clever.
He has lost *all* his wealth.	*All* men must die.
You have *no* sense.	There are *no* pictures in this book.

He did not eat *any* rice. Are there *any* mango-trees in this garden?

I have *enough* sugar. There are not *enough* spoons.

76. Demonstrative Adjectives *point out* which person or thing is meant; as,

This boy is stronger than Hari.
That boy is industrious.
These mangoes are sour.
Those rascals must be punished.
Yonder fort once belonged to Sivaji.
Don't be in *such* a hurry.
I hate *such* things.

Demonstrative Adjectives answer the question: *Which?*

[It will be noticed that *this* and *that* are used with Singular nouns; *these* and *those* with Plural nouns.]

77. *What, which,* and *whose* when they are used with nouns to ask questions are called **Interrogative Adjectives**; as,

What manner of man is he?
Which way shall we go?
Whose book is this?

[It will be seen that *what* is used in a general sense, and *which* in a selective sense.]

Exercise in Grammar. 7.

Pick out all the Adjectives in the following sentences, and say to which class each of them belongs:—

1. The ship sustained heavy damage.
2. I have called several times.
3. Every dog has his day.
4. A live ass is better than a dead lion.
5. Every man has his duties.
6. Say the same thing twice over.
7. Several persons were present at the time.
8. He is a man of few words.
9. Neither party is quite in the right.
10. What time is it?
11. Which pen do you prefer?
12. I like the little pedlar who has a crooked nose.
13. King Francis was a hearty King, and loved a royal sport.

14. In the furrowed land the toilsome and patient oxen stand.
15. The way was long, the wind was cold, the minstrel was infirm and old.
16. He comes here every day.
17. I have not seen him for several days.
18. There should not be much talk and little work.
19. Abdul won the second prize.
20. The child fell down from a great height.
21. He was absent last week.
22. He died a glorious death.
23. A small leak may sink a great ship.
24. Good wine needs no bush.
25. My uncle lives in the next house.
26. Some dreams are like reality.
27. A cross child is not liked.
28. It is an ill wind that blows nobody any good.

78. In the following sentences the words *own* and *very* are used as **Emphasizing Adjectives**:—

I saw it with my *own* eyes.
He was beaten at his *own* game.
Mind your *own* business.
He is his *own* master.
That is the *very* thing we want.
"When all else left my cause,
My *very* adversary took my part."

79. The word *what* is sometimes used as an **Exclamatory Adjective**; as,

What genius!
What folly!
What an idea!
What a blessing!
What a piece of work is man!

80. As already pointed out (§ 76) *this* and *that* are the only Adjectives which are inflected or changed in form to show number.

This girl sings.	*These* girls sing.
That boy plays.	*Those* boys play.

This, *these* indicate something near to the speaker.
That, *those* indicate more distant objects.

Formation of Adjectives.

81. (i) Many Adjectives are formed from Nouns.

Noun.	*Adjective.*	*Noun.*	*Adjective.*
Boy	boyish	Dirt	dirty
Fool	foolish	Storm	stormy
Care	careful	Pardon	pardonable
Play	playful	Laugh	laughable
Hope	hopeful	Outrage	outrageous
Venture	venturesome	Courage	courageous
Trouble	troublesome	Glory	glorious
Shame	shameless	Envy	envious
Sense	senseless	Man	manly
Silk	silken	King	kingly
Gold	golden	Gift	gifted

(ii) Some Adjectives are formed from Verbs.

Verb.	*Adjective.*	*Verb.*	*Adjective.*
Tire	tireless	Cease	ceaseless
Talk	talkative	Move	moveable

(iii) Some Adjectives are formed from other Adjectives.

Tragic	tragical	Black	blackish
Whole	wholesome	White	whitish
Three	threefold	Sick	sickly

Exercise in Composition. 8.

Supply suitable Adjectives :—

1. The town stood a —— siege.
2. The —— prize was won by a Hindu.
3. The —— woman lives in a wretched hut.
4. This is a very —— matter.
5. The battle of Waterloo ended in a —— victory.
6. Suddenly there arose a —— storm.
7. It is a —— lie.
8. The —— tidings were a heavy blow to the old man.
9. Here is a rupee; pay the fare and keep the —— money.
10. His reading is of a very —— range.
11. The injured man wants —— advice.
12. You cannot have it —— ways.
13. England expects —— man to do his duty.
14. The —— bird catches the worm.
15. Have you any —— reason to give?
16. —— anxiety has undermined his health.

17. There were riots in —— places.
18. An —— man will not reason calmly.
19. He stands —— feet in his stockings.
20. Nelson won for himself —— fame.
21. I have no —— cash.
22. He always walks with a —— step.
23. —— errors are not easily corrected.
24. Every cloud has a —— lining.
25. He was a man of —— ambition.
26. He was listened to in —— silence.

Exercise in Composition. 9.

Form Adjectives from the following Nouns :—

[Attach each Adjective to a suitable noun.]

Ease, pity, time, heaven, health, wealth, love, hill, need, green, room, cost, pain, doubt, wonder, peace, child, prince, mountain, ridicule, picture, labour, wood, pomp, artist, progress, slave, contempt, tempest, sense, quarrel, thought, hope, friend.

Exercise in Composition. 10.

Use each of the following Adjectives in a sentence :—

[Models.—A *soft* answer turneth away wrath.
His *polite* manners have endeared him to all.
Swimming is a *healthy* exercise.
A *certain* man fell among thieves.]

Happy, sad, industrious, lazy, big, small, soft, harsh, hard, polite, rude, wise, foolish, rich, poor, young, new, old, long, short, quick, slow, strong, weak, handsome, ugly, clever, dull, kind, cruel, healthy, dutiful, distant, certain.

Exercise in Composition. 11.

Use a suitable Adjective with each of the following Nouns :—

[Models.—A violent storm.
A long siege.
A decisive victory.
A populous city.
A devoted husband.]

Storm, siege, sleep, victory, advice, blow, silence, hands, water, servant, flower, city, artist, dealer, voice, husband, subject, child, king, dog.

Exercise in Composition. 12.

Use as many suitable Adjectives as you can with each of the following Nouns :—

[Models.—A narrow street, a wide street, a crooked street, a dirty street, a clean street.
A deliberate lie, a black lie, a white lie.]

Fortune, man, news, storm, health, novel, progress, room, incident.

Exercise in Composition. 13.

Write down the Adjectives opposite in meaning to the following :—

Courageous, many, wild, hot, lean, heavy, costly, barren, beautiful, patient, honest, civilized, careful, strong, experienced, slow, friendly, cruel, soft.

CHAPTER X.

COMPARISON OF ADJECTIVES.

82. Read these sentences:—

1. Rama's mango is *sweet.*
2. Hari's mango is *sweeter* than Rama's.
3. Govind's mango is the *sweetest* of all.

In sentence 1, the adjective *sweet* merely tells us that Rama's mango has the quality of sweetness, without saying how much of this quality it has.

In sentence 2, the adjective *sweeter* tells us that Hari's mango, compared with Rama's, has more of the quality of sweetness.

In sentence 3, the adjective *sweetest* tells us that of *all* these mangoes Govind's mango has the greatest amount or highest degree of the quality of sweetness.

We thus see that Adjectives change in form (*sweet, sweeter, sweetest*) to show *comparison.* They are called the three **Degrees of Comparison.**

The Adjective *sweet* is said to be in the **Positive Degree.**

The Adjective *sweeter* is said to be in the **Comparative Degree.**

The Adjective *sweetest* is said to be in the **Superlative Degree.**

The Positive Degree of an Adjective is the Adjective in its simple form. It is used to denote the mere existence of some quality of what we speak about. It is used when no comparison is made.

The Comparative Degree of an Adjective denotes a *higher* degree of the quality than the Positive, and is used when *two* things (or *sets* of things) are compared ; as,

This boy is *stronger* than that.
Which of these two pens is the *better* ?
The Marathas are *stronger* than the Madrasis.

The Superlative Degree of an Adjective denotes the *highest* degree of the quality, and is used when *more than two* things (or *sets* of things) are compared ; as,

This boy is the *strongest* in the class.

Note 1.—There is another way in which we can compare things. Instead of saying 'Rama is *stronger* than Balu,' we can say 'Balu is *less strong* than Rama.' Instead of saying 'Hari is the *laziest* boy in the class,' we can say 'Hari is the *least industrious* boy in the class.'

Note 2.—The Superlative with *most* is sometimes used where there is no idea of comparison, but merely a desire to indicate the possession of a quality in a very high degree ; as,

This is *most unfortunate.*
It was a *most eloquent* speech.
Truly, a *most ingenious* device!

This usage has been called the *Superlative of Eminence*, or the *Absolute Superlative.*

Formation of Comparative and Superlative.

83. Most Adjectives of *one* syllable, and some of more than one, form the Comparative by adding *er* and the Superlative by adding *est* to the Positive.

Positive.	*Comparative.*	*Superlative.*
Sweet	sweeter	sweetest
Small	smaller	smallest
Tall	taller	tallest
Bold	bolder	boldest
Clever	cleverer	cleverest
Kind	kinder	kindest
Young	younger	youngest
Great	greater	greatest

When the Positive ends in *e*, only *r* and *st* are added.

Brave	braver	bravest
Fine	finer	finest
White	whiter	whitest
Large	larger	largest
Able	abler	ablest
Noble	nobler	noblest
Wise	wiser	wisest

When the Positive ends in *y*, preceded by a consonant, the *y* is changed into *i* before adding *er* and *est*.

Happy	happier	happiest
Easy	easier	easiest
Heavy	heavier	heaviest
Merry	merrier	merriest
Wealthy	wealthier	wealthiest

When the Positive is a word of one syllable and ends in a *single* consonant, preceded by a *short vowel*, this consonant is doubled before adding *er* and *est*.

Red	redder	reddest
Big	bigger	biggest
Hot	hotter	hottest
Thin	thinner	thinnest
Sad	sadder	saddest
Fat	fatter	fattest

84. Adjectives of *more than two* syllables, and many of those with two, form the Comparative by using the adverb *more* with the Positive, and the Superlative by using the adverb *most* with the Positive.

Positive.	*Comparative.*	*Superlative.*
Splendid	more splendid	most splendid
Beautiful	more beautiful	most beautiful
Difficult	more difficult	most difficult
Industrious	more industrious	most industrious
Courageous	more courageous	most courageous
Learned	more learned	most learned
Proper	more proper	most proper

The new palace is *more splendid* than the old one.
Which do you consider his *most splendid* victory ?
Abdul is *more courageous* than Karim.
Rahim is the *most courageous* boy in the village.

85. The Comparative in *er* is not used when we compare two qualities in the same person or thing.

If we wish to say that the courage of Rama is greater than the courage of Balu, we say,

Rama is *braver* than Balu.

But if we wish to say that the courage of Rama is greater than his prudence, we must say,

Rama is *more brave* than prudent.

86. When two objects are compared with each other, the latter term of comparison must exclude the former ; as,

Iron is more useful than any *other* metal.

If we say,

Iron is more useful than any metal,

that is the same thing as saying 'Iron is more useful than iron', since iron is itself a metal.

Irregular Comparison.

87. The following Adjectives are compared *irregularly*, that is, their Comparative and Superlative are not formed from the Positive:—

Positive.	*Comparative.*	*Superlative.*
Good, well	better	best
Bad, evil, ill	worse	worst
Little	less, lesser	least
Much	more	most (quantity)
Many	more	most (number)
Late	later, latter	latest, last
Old	older, elder	oldest, eldest
Far	farther	farthest (distance)
Nigh	nigher	nighest, next
Fore	former	foremost, first
(Fore)	further	furthest (movement)
(In)	inner	inmost, innermost
(Up)	upper	upmost, uppermost
(Out)	outer, utter	utmost, uttermost

Note.—The forms enclosed in parentheses are not used as Adjectives; they are Adverbs.

Exercise in Grammar. 14.

Compare the following Adjectives :—

Black, excellent, ill, gloomy, mad, safe, bad, unjust, gay, able, dry, timid, ugly, true, severe, exact, agreeable, difficult, little, few, numerous, merry.

88. The double forms of the Comparative and Superlative of the Adjectives given in § 87 are used in different ways.

Later, latter ; latest, last.—*Later* and *latest* refer to time ; *latter* and *last* refer to position.

> He is *later* than I expected.
> I have not heard the *latest* news.
> The *latter* chapters are lacking in interest.
> The *last* chapter is carelessly written.
> Ours is the *last* house in the street.

Elder, older ; eldest, oldest.—*Elder* and *eldest* are used only of persons, not of animals or things ; and are now confined to members of the same family. *Elder* is not used with *than* following. *Older* and *oldest* are used of both persons and things.

> John is my *elder* brother.
> Tom is my *eldest* son.
> He is *older* than his sister.
> Rama is the *oldest* boy in the eleven.
> This is the *oldest* temple in Calcutta.

Farther, further.—*Farther* means more distant or advanced ; *further* means additional.

> Calcutta is *farther* from the equator than Colombo.
> After this he made no *further* remarks.
> I must have a reply without *further* delay.

Note.—The forms *farther* and *further* are not always differentiated by writers.

Nearest, next.—*Nearest* denotes distance ; *next* denotes position.

> Bombay is the seaport *nearest* to Europe.
> Osler's shop is *next* to the Post Office.
> My uncle lives in the *next* house.

Exercise in Composition. 15.

(*a*) *Fill the blank spaces with 'later' or 'latter':—*

1. The majority accepted the —— proposal.
2. The —— part of the book shows signs of hurry.
3. At a —— date, he was placed in charge of the whole *taluka*.
4. I prefer the —— proposition to the former.
5. Is there no —— news than last week's ?

(*b*) *Fill the blank spaces with 'older' or 'elder':—*

1. I have an —— sister.
2. Rama is —— than Hari by two years.

3. His —— brother is in the Indian Civil Service.
4. She is the —— of the two sisters.
5. The nephew is —— than his uncle.

(c) *Fill the blank spaces with 'oldest' or 'eldest':—*

1. Rustam is the —— of my uncle's five sons.
2. He is the —— member of the School Committee.
3. That is Antonio, the duke's —— son.
4. The —— mosque in the town is near the railway station.
5. Mr. Smith is the —— European resident of Jamshed- [pur.

(d) *Fill the blank spaces with 'farther' or 'further':—*

1. Broach is —— from Bombay than Surat.
2. No —— reasons were given.
3. He walked off without —— ceremony.
4. Until —— orders Mr. K. S. Dave will act as Head-master of Nira High School.
5. To let, a bungalow at Ridge Road. For —— particulars apply to Box No. 65.

(e) *Fill the blank spaces with 'latest' or 'last':—*

1. The —— news from China is very disquieting.
2. The —— time I saw him, he was in high spirits.
3. To-day is the —— day for receiving tenders.
4. We expect to get the —— news in a few hours.
5. The —— Moghul Emperor came to an ignominious end.

(f) *Fill the blank spaces with 'nearest' or 'next':—*

1. This is the —— post-office to my house.
2. The pillar-box is —— to my house.
3. The burglar was taken to the —— police station.
4. His house is —— to mine.
5. The —— railway station is two miles from here.

89. Certain English Comparatives have lost their comparative meaning and are used as Positives. They cannot be followed by *than*. These are:—

Former, latter, elder, hinder, upper, nether, inner, outer, utter.

Both the tiger and the leopard are cats; the *former* animal is much larger than the *latter*.
The *inner* meaning of this letter is not clear.
The soldiers ran to defend the *outer* wall.
My *elder* brother is an engineer.
This man is an *utter* fool.

90. Certain Comparatives borrowed from Latin have no Positive or Superlative degree. They all end in *or*, not *er*. They are twelve in all. Five of them have lost their Comparative meaning, and are used as Positive Adjectives. These are:—

Interior, exterior, ulterior, major, minor.

The *exterior* wall of the house is made of stone; the *interior* walls are of wood.

His age is a matter of *minor* importance.

I have no *ulterior* motive in offering you help.

The other seven are used as Comparative Adjectives but are followed by *to* instead of *than*. (See § 91.)

91. The Comparative degree is generally followed by *than*; but Comparative Adjectives ending in *-or* are followed by the preposition *to*; as,

Inferior, superior, prior, anterior, posterior, senior, junior.

Hari is *inferior to* Rama in intelligence.

Rama's intelligence is *superior to* Hari's.

The death of King Edward was *prior to* the Great War.

He is *junior to* all his colleagues.

All his colleagues are *senior to* him.

92. Adjectives expressing qualities that do not admit of different degrees cannot, strictly speaking, be compared; as,

Square, round, perfect, eternal, universal, unique.

Strictly speaking a thing cannot be more *square*, more *round*, more *perfect*. But we still say, for instance,

This is the *most perfect* specimen I have seen.

Exercise in Grammar. 16.

Point out the Adjectives and name the Degree of Comparison of each:—

1. The poor woman had seen happier days.
2. Do not talk such nonsense.
3. Make less noise.
4. That child has a slight cold.
5. A live ass is stronger than a dead lion.
6. Say the same thing twice over.
7. Solomon was one of the wisest men.
8. Hunger is the best sauce.
9. His simple word is as good as an oath.
10. There was not the slightest excuse for it.
11. My knife is sharper than yours.

12. Small people love to talk of great.
13. Of two evils choose the less.
14. I hope the matter will be cleared up some day.
15. Your son makes no progress in his studies.
16. Open rebuke is better than secret love.
17. We never had such sport.
18. I have other things to attend to.
19. Hari is the idlest boy in the class.
20. I promise you a fair hearing.
21. There is much to be said on both sides.
22. He gave the boys much wholesome advice.
23. He thinks he is wiser than his father.
24. No news is good news.
25. England has the largest fleet in the world.
26. Lead is heavier than any other metal.
27. I congratulated him on his good fortune.
28. He has many powerful friends.
29. The longest lane has a turning.

Exercise in Grammar. 17.

Make three columns, and write the following Adjectives in the Positive, Comparative and Superlative Degree :—

[Be careful to use the form of comparison that is pleasing to the ear.]

Shameful, clever, pretty, interesting, hopeful, honest, important, patient, rude, delightful, stupid, attractive, heavy, beautiful, fortunate, pleasant.

Exercise in Composition. 18.

Supply the proper form (Comparative or Superlative) of the Adjective :—

[Note.—The Comparative and not the Superlative should be used to compare two things.]

1.	*Good.*—	How is your brother to-day ? Is he —— ?
2.	*Hot.*—	May is —— here than any other month.
3.	*Pretty.*—	Her doll is —— than yours.
4.	*Idle.*—	Hari is the —— boy in the class.
5.	*Sharp.*—	Your knife is sharp, but mine is ——.
6.	*Dear.*—	Honour is —— to him than life.
7.	*Rich.*—	He is the —— man in our town.
8.	*Old.*—	Mani is two years —— than Rati.
9.	*Large.*—	Name the —— city in the world.
10.	*Good.*—	He is the —— friend I have.
11.	*Bad.*—	He is the —— boy of the two.

12. *Bad.*— Rama's work is bad, Hari's is ——, but Govind's is the ——.
13. *Ferocious.*— There is no animal —— than the tiger.
14. *Bad.*— The trade is in a —— condition to-day than it was a year ago.
15. *Tall.*— He is the —— of the two.
16. *Dry.*— Sind is the —— part of India.
17. *Useful.*— Iron is —— than any other metal.
18. ,, Iron is the —— of all metals.
19. *Great.*— Who is the —— living poet ?
20. *Nutritious.*— I think he requires a —— diet.
21. *Proud.*— It was the —— moment of his life.
22. *Good.*— The public is the —— judge.
23. *Little.*— That is the —— price I can take.
24. *Light.*— Silver is —— than gold.

Exercise in Composition. 19.

Supply appropriate Comparatives or Superlatives to each of the following :—

1. Prevention is —— than cure.
2. Akbar had a —— reign than Babar.
3. London is the —— city in the world.
4. The pen is —— than the sword.
5. The —— buildings are found in America.
6. *The Mail* has a —— circulation than any other paper.
7. Which of the two girls has the —— dress ?
8. Honour is —— to him than life.
9. This pen is —— than the other.
10. Who is the —— boy in the class ?
11. The Eiffel Tower is —— than Kutb Minar.
12. My uncle is —— than my father.
13. The multi-millionaire Mr. Sen is the —— man in this town.
14. Wordsworth is a —— poet than Cowper.
15. Balu is the —— bowler in our eleven.
16. The streets of Bombay are —— than those of Ahmedabad.
17. Mahableshwar is —— than Matheran.
18. The piano was knocked down to the —— bidder.
19. Mount Everest is the —— peak of the Himalayas.
20. He writes a —— hand than his brother.
21. He writes the —— hand in his class.
22. He is one of the —— speakers in the Punjab.
23. Who was the —— general, Alexander or Cæsar ?
24. The —— fables are those attributed to Æsop.
25. The Arabian Nights is perhaps the —— story-book.
26. Shakespeare is —— than any other English poet.

27. Of all countries, China has the —— population in the world.
28. Clouds float in the sky because they are —— than [the air.
29. There are two ways of doing the sum, but this one is the ——.
30. It is good to be clever, but it is —— to be industrious.
31. This is the —— of my two sons.
32. This is the —— that I can do.

Exercise in Composition. 20.

Change the following sentences by using 'less' or least' without changing the meaning :—

1. The mango is sweeter than the pine-apple.
2. Silver is more plentiful than gold.
3. This is the most useless of all my books.
4. Wolfram is one of the rarest minerals.
5. The wild-apple is the sourest of all fruits.
6. Iron is more useful than copper.

Interchange of the Degrees of Comparison.

93. As the following examples show, it is possible to change the Degree of Comparison of an Adjective in a sentence, without changing the meaning of the sentence :—

Superlative. —Lead is the heaviest of all metals.
Comparative. —Lead is heavier than all other metals.

Comparative. —Mahableshwar is cooler than Panchgani.
Positive. —Panchgani is not so cool as Mahableshwar.

Positive. —He is as wise as Solomon.
Comparative. —Solomon was not wiser than he is.

Superlative. —*Sakuntala* is the best drama in Sanskrit.
Comparative. —*Sakuntala* is better than any other drama in Sanskrit.
Positive. —No other drama in Sanskrit is so good as *Sakuntala*.

Superlative. —Madras is one of the biggest of Indian towns.
Comparative. —Madras is bigger than most other Indian towns.
Positive. —Very few Indian towns are so big as Madras.

Positive. —Some poets are at least as great as Tennyson.
Comparative. —Tennyson is not greater than some other poets. / Some poets are not less great than Tennyson.
Superlative. —Tennyson is not the greatest of all poets.

Exercise in Composition. 21.

Change the Degree of Comparison, without changing the meaning :—

1. *The Times* is the most powerful newspaper in England.
2. Some beans are at least as nutritious as meat.
3. In India, no other exercise is so healthy as swimming.
4. Very few boys are so industrious as Latif.
5. He would sooner die than tell a lie.
6. Bombay mango is the best in India.
7. Shakespeare is greater than any other English poet.
8. Samudra Gupta was one of the greatest of Indian kings.
9. The tiger is the most ferocious of all animals.
10. Australia is the largest island in the world.
11. Lead is heavier than any other metal.
12. Some people have more money than brains.
13. A wise enemy is better than a foolish friend.
14. The Marwaries are not less enterprising than any other community in India.
15. I know him quite as well as you do.
16. You do not know him better than I do.
17. No man was as strong as Bhim.
18. Some Pathans are at least as faithful as the Sikhs.
19. Mount Everest is the highest peak of the Himalayas.
20. Very few countries are as rich as England.
21. America is the richest country in the world.
22. It is easier to preach than to practise.
23. Iron is more useful than all the other metals.
24. Open rebuke is better than secret love.
25. England has the largest fleet in the world.
26. Sir Surendranath was at least as great an orator as any other Indian.
27. Ooty is as healthy as any hill-sanatorium in India.
28. The pen is mightier than the sword.

CHAPTER XI.

PARSING OF ADJECTIVES.

94. To **Parse** an Adjective, we must give—

(1) Its Kind.

(2) Its Degree of Comparison (if the adjective can be compared): Positive, Comparative, Superlative.

(3) Its Relation. Qualifying a noun or pronoun, or used predicatively after a verb.

Parsing Models.

(1) He is a *better* speaker than writer.

better—Adjective of quality, comparative degree, qualifying *speaker*.

(2) He is the *richest* man in his village.

richest—Adjective of quality, superlative degree, qualifying *man*.

(3) The way was *long*.

long—Adjective of quality, positive degree. Used predicatively after the verb *was*, and qualifying *way*.

(4) Look at *that* bird.

that—Demonstrative adjective, defining the noun *bird*.

(5) *Three* girls are absent to-day.

Three—Cardinal numeral adjective, limiting the noun *girls*.

(6) January is the *first* month of the year.

first—Ordinal numeral adjective, qualifying *month*.

(7) There was *much* delay.

much—Adjective of quantity, positive degree, qualifying *delay*.

Exercise in Grammar. 22.

Parse the Adjectives in the following sentences:—

1. Birds have wonderfully keen eyes.
2. America is a larger continent than Europe.
3. The attempt to scale the fort was an utter failure.
4. The fifth chapter is uninteresting.
5. Kind words are more than coronets.
6. The darkest cloud has a silver lining.
7. Many hands make lighter work.
8. We play cricket on level ground.
9. Given fair play, he is sure to win.

CHAPTER XII.

ADJECTIVES USED AS NOUNS.

95. Adjectives are often used as Nouns.

(1) As Plural Nouns denoting a class of persons; as,

The cautious (=cautious persons) are not always cowards.

The rich (=rich people) know not how *the poor* (=poor people) live.
The wicked (=wicked people) flee when no man pursueth, but *the righteous* (=righteous people) are bold as a lion.
Blessed are *the meek*.

(2) As Singular Nouns denoting some abstract quality ; as,

The future (=futurity) is unknown to us.
He is a lover of *the beautiful* (=beauty in general).

(3) Some Adjectives actually become Nouns, and are hence used in both numbers:—

(*a*) Those derived from Proper Nouns ; as, *Australians, Canadians, Italians.*
(*b*) Some denoting persons ; as, *juniors, seniors, mortals, inferiors, superiors, nobles, criminals, savages, elders, minors.*
(c) A few denoting things generally ; as, *secrets, totals, liquids, solids, valuables.*

[Some Adjectives are used as Nouns only in the plural ; as, *sweets, bitters, valuables, eatables.*]

(4) In certain phrases ; as,

In *general* ; in *future* ; in *short* ; in *secret* ; before *long* ; at *present* ; for *good* ; at *best* ; through *thick* and *thin* ; for *better* ; for *worse* ; in *black* and *white* ; *right* or *wrong* ; from *bad* to *worse* ; the *long* and *short*.
In future I shall charge you for medical advice.
In short, we know nothing.
The negotiations were carried on *in secret*.
I shall see you *before long*.
Before long, he will be appointed to a higher post.
At present, he is in pecuniary difficulties.
I do not want any more *at present*.
He has left India *for good*.
At best we shall get no more dividend than an anna in a rupee.
At best he is a clever versifier: but a poet he is certainly not.
It must be said to his credit that he stood by his friend *through thick and thin*.
I must have your terms down *in black and white*.
Right or wrong, my country.
I am afraid the young man is going *from bad to worse*.
The long and short of it is that I distrust you.

Nouns used as Adjectives.

96. The use of Nouns as Adjectives is very common in English ; as,

> I met a little *cottage* girl.
>
> The Rajah lives in a *marble* palace.

CHAPTER XIII.

POSITION OF THE ADJECTIVE.

97. A single Adjective used attributively is generally placed immediately *before* the noun ; as,

> King Francis was a *hearty* king, and loved a *royal* sport.
>
> Where are you going, my *pretty* maid, with your *rosy* cheeks and *golden* hair ?
>
> O Captain! my Captain! our *fearful* trip is done.

Observe the difference in meaning between—

(i) a great nobleman's son,
and (ii) a nobleman's great son.

98. In poetry, however, the Adjective is frequently placed after the noun ; as,

> Children *dear*, was it yesterday ?
>
> We heard the sweet bells over the bay.
>
> O man with sisters *dear*!

99. When several Adjectives are attached to one noun they are generally placed after it for emphasis ; as,

> There dwelt a miller *hale* and *bold*.
>
> The King, *fearless* and *resolute*, at once advanced.
>
> Franklin had a great genius, *original*, *sagacious*, and *inventive*.

100. When some word or phrase is joined to the Adjective to explain its meaning, the Adjective is placed after its noun ; as,

> He was a man *fertile* in resource.
>
> A Sikh, *taller* than any of his comrades, rushed forward.

101. In certain phrases the Adjective always comes after the noun ; as,

> Heir apparent, time immemorial, lord paramount, viceroy elect, letters patent, knights temporal, notary public, body politic, God Almighty.

CHAPTER XIV.

THE CORRECT USE OF SOME ADJECTIVES.

102. Some, any.—To express quantity or degree *some* is used in *affirmative* sentences, *any* in *negative* or *interrogative* sentences.

I shall buy *some* mangoes.
I shall not buy *any* mangoes.
Have you bought *any* mangoes?

But *some* is correctly used in questions which are really commands or requests; as,

Will you please lend me *some* money?

103. Each, every.—*Each* and *every* are similar in meaning, but *every* is a stronger word than *each*; it means, 'each without exception'. *Each* is used in speaking of two or more things; *every* is used only in speaking of *more than two*. *Each* directs attention to the individuals forming any group, *every* to the total group. *Each* is used only when the number in the group is limited and definite; *every* when the number is indefinite.

Every seat was taken.
Five boys were seated on *each* bench.
Every one of these chairs is broken.
Leap year falls in *every* fourth year.
He came to see us *every* three days [*i.e.*, once in every *period* of three days].
It rained *every* day during my holidays.
I was away ten days and it rained *each* day.

104. Little, a little, the little.—Note carefully the use of—

(1) little, (2) a little, (3) the little.

Little = *not* much (*i.e.*, hardly any). Thus, the adjective *little* has a negative meaning.

There is *little* hope of his recovery, *i.e.*, he is not likely to recover.
He showed *little* concern for his nephew.
He has *little* influence with his old followers.
He showed *little* mercy to the vanquished.
He has *little* appreciation of good poetry.

A little = some, though not much. 'A little' has a positive meaning.

There is *a little* hope of his recovery, *i. e.*, he may possibly recover.
A little tact would have saved the situation.
A little knowledge is a dangerous thing.

The little = not much, but all there is.

The little information he had was not quite reliable.
The little knowledge of carpentry that he possessed stood him in good stead.
[The sentence means—
The knowledge of carpentry he possessed was not much ; but all that knowledge stood him in good stead.]

Exercise in Composition. 23.

Insert 'a little' or 'the little', whichever is suitable :—

1. —— grain they had was damaged by sea-water.
2. —— precaution is necessary in handling that machine.
3. —— care could have prevented the catastrophe.
4. —— influence that he has, he uses to the best advantage.
5. —— knowledge of French that he has is likely to be very useful to him on the Continent.

105. Few, a few, the few.—Note carefully the use of—

(1) few, (2) a few, (3) the few.

Few = *not* many, hardly any. 'Few' has a negative meaning.

Few persons can keep a secret.
Few people are so hopeless as drunkards.
Few towns in India have public libraries.
Few works of reference are so valuable as the *Encyclopœdia Britannica.*
Few men are free from faults.
Few men reach the age of one hundred years.
Few Parsees write Gujrati correctly.

A few = some. 'A few' has a positive meaning, and is opposed to 'none'.

A few words spoken in earnest will convince him.
A few Parsees write Gujrati correctly.

The few = not many, but all there are.

The few remarks that he made were very suggestive.
[The sentence means—
The remarks he made were not many ; but all those remarks were very suggestive.]
The few friends he has are all very poor.
The few clothes they had were all tattered and torn.

Exercise in Composition. 24.

Insert 'a few' or 'the few', whichever is suitable :—

1. —— public libraries that we have are not well equipped.
2. —— days that are left to him he spends in solitude and meditation.
3. Many Hindus study Sanskrit, but only —— Parsees study Avesta.
4. —— days' rest is all that is needed.
5. —— Japanese that are in Bombay are law-abiding citizens.
6. It is a question of spending —— rupees.
7. —— hints on essay-writing are quite to the point.
8. —— months that he spent in Ooty did him a lot of good.
9. When I met him —— years after, he looked old and haggard.
10. —— short poems in the volume show signs of genius.
11. In —— words he expressed his gratitude to his friends.
12. —— Americans have their offices in Calcutta.
13. —— trinkets she has are not worth much.
14. —— poems he has written are all of great excellence.

CHAPTER XV.

ADJECTIVE PHRASES.

106. Compare:—

He is a *wealthy* man.
He is a man *of wealth.*

It will be noticed that the group of words 'of wealth' *does the work of an Adjective,* because it tells us *what sort* of man he is. Hence such a group of words is called an **Adjective Phrase.**

Def.—An Adjective Phrase is a phrase (or group of words) that does the work of an Adjective.

Further examples:—

That was a *cowardly* act. (Adjective.)
That was an act *of cowardice.* (Adjective Phrase.)

Brutus is an *honourable* man. (Adjective.)
Brutus is a man *of honour.* (Adjective Phrase.)

He is *well.* (Adjective.)
He is *in good health.* (Adjective Phrase.)

The Rajah lives in his *ancestral* palace.
The Rajah lives in the palace *of his ancestors.*

He occupies a *very important* position.
He occupies a position *of great importance.*

107. From the above examples the student should not conclude that it is always possible to substitute an Adjective for an Adjective Phrase. Let him examine the phrases in italics.

The wages *of sin* is death.
The love *of praise* reigns in every heart.
He never felt the witchery *of the soft blue sky.*

Each phrase does the work of an Adjective, and is therefore an Adjective Phrase, but it clearly cannot be replaced by an Adjective.

Exercise in Composition. 25.

Replace the Adjectives in the following sentences by Adjective Phrases :—

1. The rose is a very *beautiful* flower.
2. A *courageous* man does not fear danger.
3. A very *valuable* ring was found yesterday.
4. *Heroic* deeds deserve our admiration.
5. He is a *bad-tempered* fellow.
6. Much has been said about the *Swiss* scenery.
7. *Numerical* superiority is a great advantage.
8. I will tell you an *interesting* anecdote.
9. He is a strictly *honest* man.
10. We visited the *royal* palace.
11. The Rajputs were passionately fond of *martial* glory.
12. I have passed a *sleepless* night.
13. A *homeless* child is to be pitied.
14. Suddenly a *violent* storm arose.
15. He is a *professional* cricketer.
16. This book contains many *biblical* quotations.
17. Some parts of Ceylon are very *fertile.*
18. On that occasion John Bright delivered a *forcible* speech.
19. Tamerlane was a *merciless* man.
20. She wants *medical* advice.

Exercise in Composition. 26.

Replace the Adjective Phrases in the following sentences by Adjectives :—

1. Some of the buildings in New York are of *great height.*
2. Nelson was a boy *without fear.*

3. It was a sunset *of great beauty.*
4. Nobody likes a person *with a bad temper.*
5. It was a position *of great danger.*
6. I admit that he is a man *of sense.*
7. Isn't this a matter *of importance*?
8. It was one by the clock *of the tower.*
9. The tops *of the mountains* were covered with snow.
10. He is a man *of great energy.*
11. The doors *of the prison* closed upon him.
12. He is an author *of great versatility.*
13. Old Tubal Cain was a man *of might.*
14. The continent *of America* was probably discovered by Cabot.
15. He is a gambler *by profession.*
16. It is *of no use.*

Exercise in Composition. 27.

Frame sentences containing the following Adjectival Phrases :—

made of gold; with blue eyes; with no writing on it; of great weight; of purple colour; without any inhabitants; through the jungle; of great strength; of adventure; of the ancients; belonging to us; of brick.

CHAPTER XVI.

ARTICLES.

108. The Adjectives *a* or *an* and *the* are usually called **Articles.** They are really Demonstrative Adjectives.

109. There are two Articles—*a* (or *an*) and *the.*

110. *A* or *an* is called the **Indefinite Article,** because it leaves *indefinite* the person or thing spoken of; as,

a doctor; that is, *any* doctor.

111. *The* is called the **Definite Article,** because it points out some *particular* person or thing; as,

He saw *the* doctor; meaning some *particular* doctor.

112. As a general rule, an Article is used before a common noun, singular number; as,

> This is *a* mango.
> Fight like *a* hero.
> Here is *an* elephant.
> I like *the* novel you gave me.

But Common nouns in the singular, used in a general sense, do not require an Article; as,

> Man is mortal.

A or An.

113. The choice between *a* and *an* is determined by *sound*.

Before a word beginning with a vowel sound *an* is used; as,

> *An* ass, *an* enemy, *an* inkstand, *an* orange, *an* umbrella, *an* hour, *an* honest man, *an* heir.

It will be noticed that the words *hour*, *honest*, *heir*, begin with a vowel sound, as the initial consonant *h* is not pronounced.

114. Before a word beginning with a consonant sound *a* is used; as,

> *A* boy, *a* reindeer, *a* woman, *a* yard, *a* horse, *a* hole also *a* university, *a* union, *a* European, *a* ewe, *a* unicorn, *a* useful article,

because these words (*university*, *union*, etc.) begin with a consonant sound, that of *yu*.

Similarly we say,

> *a* one-rupee note, such *a* one, *a* one-eyed man,

because *one* begins with the consonant sound of *w*.

115. Before words beginning with *h* and not accented on the first syllable, *an* is often used; as,

> *An* historical novel, *an* hotel.

Use of the Definite Article.

116. The Definite Article *the* is used—

(1) When we speak of a *particular* person or thing, or one *already referred to*; as,

> *The* book you want is out of print.
> I dislike *the* fellow.
> Let us go to *the* club.

(2) When a *singular* noun is meant to represent a whole class ; as,

The cow is a useful animal.
[Or we may say, "Cows are useful animals."]
The horse is a noble animal.
The cat loves comfort.
The rose is the sweetest of all flowers.
The banyan is a kind of fig tree.
[Do not say, "a kind of *a* fig tree." This is a common error.]

Note that the two nouns *man* and *woman* used in the general sense to denote the whole class never have either article.

Man is the only animal that uses fire.
Woman is man's mate. [See § 118.]

(3) With names of gulfs, rivers, seas, oceans, groups of islands, and mountain-ranges ; as,

The Persian Gulf.
The Ganges is considered holy by the Hindus.
London is on *the* Thames.
The Red Sea. *The* Indian Ocean.
The British Isles. *The* Laccadive islands.
The Himalayas lie to the North of India.
The Alps.

We also say—

The Punjab, *the* United Provinces, *the* Deccan, *the* Carnatic.

(4) Before the names of books ; as.

The Vedas, *the* Puranas, *the* Iliad, *the* Ramayana.

But we say—

Homer's Iliad, Valmiki's Ramayana.

(5) Before common nouns which are names of things unique of their kind ; as,

The sun, *the* sky, *the* ocean, *the* sea, *the* earth.

[Note.—Sometimes *the* is placed before a Common noun to give it the meaning of an Abstract noun ; as,

At last *the warrior* (the warlike or martial spirit) in him was thoroughly aroused.]

(6) Before a Proper noun only when it is qualified by an adjective or a defining adjectival clause ; as,

The great Cæsar ; *the* immortal Shakespeare.
The Mr. Roy *whom* you met last night is my uncle.

(7) With Superlatives ; as,

The darkest cloud has a silver lining.
This is *the* best book of elementary chemistry.

(8) Before an adjective when the noun is understood; as,

The poor are always with us.

(9) Before a noun (with emphasis), to give the force of a Superlative; as,

The Verb is *the* word (= the chief word) in a sentence.

(10) As an Adverb with Comparatives; as,

The more *the* merrier.
(= *By how much* more, *by so much* merrier.)
The more they get *the* more they want.

Use of the Indefinite Article.

117. The Indefinite Article is used—

(1) In its original numerical sense of *one*; as,

Twelve inches make *a* foot.
Not *a* word was said.
A word to the wise is sufficient.
A bird in the hand is worth two in the bush.

(2) In the vague sense of *a certain*; as,

A Ranchod Pitamber (= a certain person named Ranchod Pitamber) is suspected by the police.
One evening *a* beggar came to my door.

(3) In the sense of *any*, to single out an individual as the representative of a class; as,

A pupil should obey his teacher.
A cow is a useful animal.

(4) To make a common noun of a proper noun; as,

A Daniel come to judgment! (A Daniel = a very wise man.)

Omission of the Article.

118. The Article is omitted—

(1) Before a common noun used in its widest sense; as,

Man is mortal.
What kind of *flower* is it?

(2) Before names of materials; as,

Gold is a precious metal.
Cotton grows in India, America and Egypt.

(3) Before Proper nouns; as,

Delhi is the capital of *India*.
Bombay is a big city.
Newton was a great philosopher.

Note.—When the Article is used before Proper nouns, they become Common nouns; as,

> This man is *a* second Newton [*i. e.*, a philosopher as great as Newton]. See § 117 (4).
> He was *the* Napoleon of his age [*i. e.*, the greatest general of his time].
> Bombay is *the* Manchester of India [*i. e.*, a great manufacturing city].
> The Earl of Derby is *a* Stanley [*i. e.*, a member of the Stanley family].

(4) Before Abstract nouns used in a general sense; as,

> *Wisdom* is the gift of heaven.
> *Falsehood* is odious.
> *Honesty* is the best policy.
> *Virtue* is its own reward.

Note.—An Abstract noun, when it is qualified by an adjective or an adjectival phrase or clause, may have the article; as,

> *The* wisdom of Solomon is famous.
> He showed *a* courage worthy of an older man.
> I cannot forget *the* kindness with which he treated me.

(5) Before titles used in apposition to a proper name or as the complement of a sentence; as,

> Alfonso, king of Spain.
> His brother was duke of Lancaster.
> He became king.

(6) In certain phrases consisting of a transitive verb followed by its object; as,

> to catch fire, to take breath, to give battle, to cast anchor, to send word, to bring word, to give ear, to leave school, to lay siege, to set sail, to lose heart, to set foot, to leave home, to strike root, to take offence.

(7) In certain phrases consisting of a preposition followed by its object; as,

> at home, in hand, in debt, in bed, at school, to school, by day, by night, at daybreak, at sunrise, at noon, at sunset, at night, at anchor, at sight, on demand, at interest, on earth, by land, by water, by river, by train, by steamer, by name, on horseback, on foot, on deck, to prison, in jail, in jest, in town, to market, at dinner, at table, at ease, under ground, above ground.

Exercise in Composition. 28.

Complete the following sentences by filling in 'a' or 'an' or 'the' as may be suitable :—

1. Copper is —— useful metal.
2. He is not —— honourable man.
3. —— able man has not always a distinguished look.
4. —— reindeer is a native of Norway.
5. Honest men speak —— truth.
6. Rustum is —— young Parsee.
7. Do you see —— blue sky ?
8. Benares is —— holy city.
9. Aladdin had —— wonderful lamp.
10. The world is —— happy place.
11. He returned after —— hour.
12. —— school will shortly close for the Puja holidays.
13. —— sun shines brightly.
14. I first met him —— year ago.
15. Yesterday —— European called at my office.
16. The guide knows —— way.
17. Ceylon is —— island.
18. Let us discuss —— matter seriously.
19. John got —— best present.
20. Sanskrit is —— difficult language.
21. —— Ganges is —— sacred river.
22. —— lion is —— king of beasts.
23. You are —— fool to say that.
24. French is —— easy language.
25. —— French defeated the Germans.
26. Which is —— longest river in India ?
27. Rama has come without —— umbrella.
28. Bombay is —— very dear place to live in.
29. She is —— untidy girl.
30. The children found —— egg in the nest.
31. I bought —— horse, —— ox, and —— buffalo.
32. If you see him, give him —— message.
33. English is —— language of —— people of England.
34. Man, thou art —— wonderful animal !
35. —— Bosphorus and —— Hellespont are —— two gates of Constantinople.
36. He looks as stupid as —— owl.
37. He is —— honour to his profession.

Exercise in Composition. 29.

Insert Articles where necessary :—

1. While there is life there is hope.
2. Her knowledge of medicine had been acquired under aged Jewess.

3. Sun rises in east.
4. The brave soldier lost arm in battle.
5. The doctor says it is hopeless case.
6. I like to live in open air.
7. Get pound of sugar from nearest grocer.
8. Set back clock; it is hour too fast.
9. The poor woman has not anna.
10. You must take care.
11. Eskimos make houses of snow and ice.
12. Where did you buy umbrella?
13. Have you never seen elephant?
14. Draw map of India.
15. Do not look gift horse in mouth.
16. Have you told him about accident?
17. Livingstone was great explorer.
18. How blue sky looks!
19. Who wishes to take walk with me?
20. What beautiful scene this is!
21. The musician was old Mussalman.
22. The river was spanned by iron bridge.
23. Moon did not rise till after ten.
24. Like true sportsmen they would give enemy fair play.
25. They never fail who die in great cause.
26. There is nothing like staying at home for comfort.
27. He likes to picture himself original thinker.
28. It is never thankful office to offer advice.
29. Umbrella is of no avail against thunderstorm.
30. I have not seen him since he was child.
31. For Brutus is honourable man.
32. Shamrock is national emblem of Ireland.
33. Man has no more right to say uncivil thing than to act one.
34. We started late in afternoon.
35. It is a strange thing how little, in general, people know about sky.
36. Scheme failed for want of support.
37. Tiger, animal equal to lion in size, is native of Asia.
38. Time makes worst enemies friends.
39. My favourite flower is rose.
40. Time we live ought not to be computed by number of years, but by use that has been made of them.
41. John Bright once said that safest place in England was first class carriage in express train.
42. Men are too often led astray by prejudice.
43. Only best quality is sold by us.
44. What kind of bird is that?

45. Wild animals suffer when kept in captivity.
46. May we have pleasure of your company?
47. It was proudest moment of my life.
48. Andamans are a group of islands in Bay of Bengal.

Repetition of the Article.

119. If I say—

I have *a* black and white dog,

I mean a dog that is partly black and partly white.

But if I say—

I have *a* black and *a* white dog,

I mean *two* dogs, one black and the other white.

Hence when two or more adjectives qualify the *same* noun, the Article is used before *the first adjective only*; but when they qualify *different* nouns, expressed or understood, the Article is used before *each adjective.*

120. Compare:

1. *The* Secretary and Treasurer is absent.
2. *The* Secretary and *the* Treasurer are absent.

The first sentence clearly indicates that the posts of Secretary and Treasurer are held by *one* person.

The repetition of the article in the second sentence indicates that the two posts are held by *two* different persons.

Hence we see that when two or more connected nouns refer to the *same* person or thing, the Article is ordinarily used before *the first only*; but when two or more connected nouns refer to *different* persons or things, the Article is used before *each.*

Also examine the following sentences:—

Sir Surendranath was *a* great orator and statesman.
There are on the committee among others *a* great economist and *a* great lawyer.

121. We may either say—

The third and *the* fourth *chapter.*

[Or] *The* third and fourth *chapters.*

122. In expressing a comparison, if two nouns refer to the *same* person or thing, the Article is used before *the first noun only*; as,

He is a better mechanic than clerk.
He is a better poet than novelist.
He is a better thinker than debater.
He would make a better engineer than lawyer.

But if they refer to *different* persons or things, the Article must be used with *each noun*; as,

He is a better mechanic than a clerk (would make).
He would make a better statesman than a philosopher (would make).

CHAPTER XVII.

PERSONAL PRONOUNS.

123. We may say—

Hari is absent, because *Hari* is ill.

But it is better to avoid the repetition of the Noun *Hari*, and say—

Hari is absent, because *he* is ill.

A word that is thus used *instead of a noun* is called a **Pronoun.** [*Pronoun* means *for-a-noun.*]

Def.—A **Pronoun** is a word used *instead of a Noun.*

124. Read the following sentences:—

I am young.	*We* are young.
Thou art young.	*You* are young.
He (*she, it*) is young.	*They* are young.

I, we, thou, you, he (*she, it*), *they* are called **Personal Pronouns** because they stand for the three *persons,*

(i) the person speaking,
(ii) the person spoken to,
and (iii) the person spoken of.

The Pronouns *I* and *we* which denote the person or persons *speaking* are said to be Personal Pronouns of the **First Person.**

The Pronouns *thou* and *you* which denote the person or persons *spoken to,* are said to be Personal Pronouns of the **Second Person.**

[Note.—*You* is now used both in the singular and plural.]

The Pronouns *he* (*she*) and *they* which denote the person or persons *spoken of*, are said to be Personal Pronouns of the **Third Person.** *It*, although it denotes the thing spoken of, is also called a *Personal* Pronoun of the Third Person. [The Personal Pronouns of the Third Person are strictly speaking Demonstrative Pronouns.]

Forms of the Personal Pronouns.

125. The following are the different forms of the Personal Pronouns:—

FIRST PERSON (*Masculine* or *Feminine*).

	SINGULAR.	PLURAL.
Nominative	I	we
Possessive	my, mine	our, ours
Accusative	me	us

SECOND PERSON (*Masculine* or *Feminine*).

	SINGULAR.	PLURAL.
Nominative	thou	you
Possessive	thy, thine	your, yours
Accusative	thee	you

[Note.—As already pointed out the second person singular has gone out of common use.]

THIRD PERSON.

	SINGULAR.			PLURAL.
	Masculine.	*Feminine.*	*Neuter.*	*All Genders.*
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Accusative	him	her	it	them

Note 1.—It will be seen that the Possessive Cases of most of the Personal Pronouns have two forms. Of these the forms *my, our, thy, your, her, their,* are called **Possessive Adjectives** because they are used with nouns and do the work of Adjectives ; as,

This is *my* book.
Those are *your* books.
That is *her* book.

Possessive Adjectives are sometimes called **Pronominal Adjectives,** as they are formed from Pronouns.

Note 2.—The word *his* is used both as an Adjective and as a Pronoun ; as,

This is *his* book. (Possessive Adjective.)
This book is *his*. (Possessive Pronoun.)

In the following sentences the words in italics are Possessive Pronouns:—

This book is *mine*.
Those books are *yours*.
That book is *hers*.
That idea of *yours* is excellent.

126. The Pronoun of the Third Person has three *Genders*:—

Masculine: *he*
Feminine : *she*
Neuter : *it*

127. It.—The Pronoun *it* is used—

(1) For things without life ; as,

Here is your book ; take *it* away.

(2) For animals, unless we clearly wish to speak of them as male or female ; as,

He loves his dog and cannot do without *it*.
The horse fell and broke *its* leg.

(3) For a young child, unless we clearly wish to refer to the sex ; as,

When I saw the child *it* was crying.
That baby has torn *its* clothes.

(4) To refer to some statement going before ; as,

He is telling what is not true ; and he knows *it*.
He deserved his punishment ; and he knew *it*.

(5) As a provisional or temporary subject before the verb *to be* when the real subject follows ; as,

It is easy to find fault. [To find fault is easy.]
It is doubtful whether he will come.
It is certain that you are wrong.

(6) To give emphasis to the noun or pronoun following ; as,

It was you who began the quarrel.
It was I who first protested.
It was at Versailles that the treaty was made.
It is a silly fish that is caught twice with the same bait.
It is an ill wind that blows nobody good.

(7) As an indefinite nominative of an impersonal verb ; as,

It rains. *It* snows. *It* thunders.

The Pronoun *it* here seems to stand for no noun whatever, though this can be readily supplied from the verb. Thus, 'It rains' means 'The rain rains'.

It so used is called an **Impersonal Pronoun.** So also the verb *rains* is here called an **Impersonal Verb.**

(8) In speaking of the weather or the time ; as,

It is fine.
It is winter.
It is ten o'clock.

128. Since a Personal Pronoun is used instead of a Noun, it must be of the same *number, gender,* and *person* as the Noun for which it stands ; as,

Rama is a kind boy. *He* has lent his bicycle to Govind.
Sita helps her mother in household work. *She* also does her lesson.
Those beggars are idle. *They* refuse to work for their living.

129. When a Pronoun* stands for a Collective Noun, it must be in the Singular Number (and Neuter Gender) if the Collective Noun is viewed as a *whole* ; as,

The army had to suffer terrible privations in *its* march.
The fleet will reach *its* destination in a week.
The crew mutinied and murdered *its* officers.
After a few minutes the jury gave *its* verdict.

If the Collective Noun conveys the idea of *separate individuals* comprising the whole, the Pronoun standing for it must be of the Plural Number ; as,

The jury were divided in *their* opinions.
The committee decided the matter without leaving *their* seats.

130. When two or more Singular Nouns are joined by *and*, the Pronoun used for them must be Plural ; as,

Rama and Hari work hard. *They* are praised by their teacher.
Both Sita and Savitri are tired ; *they* have gone home.

But when two Singular Nouns joined by *and* refer to the same person or thing, the Pronoun used must of course be Singular ; as,

The Secretary and Treasurer is negligent of *his* duty.

131. When two Singular Nouns joined by *and* are preceded by *each* or *every*, the Pronoun must be Singular ; as,

Every soldier and *every* sailor was in *his* place.

132. When two or more Singular Nouns are joined by *or* or *either...or, neither...nor,* the Pronoun is generally Singular ; as,

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* It will be noticed that we use the word 'Pronoun' in § 129-134 without observing the distinction pointed out in § 125 between the forms *my, thy, her, our, your, their* (which are called Possessive Adjectives), and the forms *mine, thine, hers, ours, yours, theirs* (which are called Possessive Pronouns).

Rama or Hari must lend *his* hand.
Either Sita or Amina forgot to take *her* parasol.
Neither Abdul nor Karim has done *his* lesson.

133. When a Plural Noun and a Singular Noun are joined by *or* or *nor*, the Pronoun must be in the Plural; as,

Either the manager or his assistants failed in *their* duty.

134. When a Pronoun refers to more than one noun or pronoun of different persons, it must be of the first person plural in preference to the second, and of the second person plural in preference to the third; as,

You and *I* have done *our* duty.
You and *Hari* have idled away *your* time.

135. Good manners require that we should say—

'You and I' *not* 'I and you'.
'You and he' *not* 'he and you'.
'Hari and I' *not* 'I and Hari'.
'He and I' *not* 'I and he'.

You and *I* must work together.
You and *he* must mend your ways.
Hari and *I* are old school friends.
He and *I* can never pull on together.

136. Each of the personal pronouns *I*, *thou*, *he*, *she*, *we*, *they*, has a different form for the accusative case, namely, *me*, *thee*, *him*, *her*, *us*, *them*. It is a common mistake to use *I* for *me*, when the pronoun is connected by a conjunction (*and*, *or*) with some other word in the accusative case.

Study the following correct sentences:—

These presents are for you and *me*. (Not, *I*.)
My uncle asked my brother and *me* to dinner.

Some persons, uncertain which form to use, avoid the difficulty by using *myself*.

These presents are for you and *myself*. (Wrong.)
My uncle asked my brother and *myself* to dinner. (Wrong.)
My brother and *myself* are going to Delhi. (Wrong. Say, "My brother and *I*".)

But, as pointed out, this is a wrong use of *myself*.

137. The two words *than* and *but* are the cause of many errors.

Than is a conjunction joining clauses, and the case of the pronouns following it may be found by writing the clauses in full. *E.g.*,

He is taller than *I* [am].
He loves you more than *I* [love you].
He loves you more than [he loves] *me*.

But is a preposition in such sentences as—

Nobody will help you but *me*. (Not, *I*.)

Exercise in Grammar. 30.

In the following sentences point out the Pronouns and say for what each stands :—

1. Alice was not a bit hurt, and she jumped up on to her feet in a moment.
2. There were doors all round the hall, but they were all locked.
3. Alice opened the door and found that it led into a small passage.
4. "I wish I hadn't cried so much," said Alice.
5. "You are not attending," said the Mouse to Alice severely. "What are you thinking of ?"
6. "Come back!" the Caterpillar called after her. Alice turned and came back again.
7. Hari brought his book and laid it on the table.
8. Karim has lost his dog and cannot find it.
9. Suresh is at the head of his class, for he studies hard.
10. Rama, you are a lazy boy.
11. The camel is a beast of burden. It is used to carry goods across the desert.
12. The female lion is called a lioness. She has no mane.
13. The horse fell down and broke its leg.
14. Birds build their nests in trees.
15. If the thief is caught, he will be punished.
16. Train up a child in the way he should go.
17. And Nathan said to David, Thou art the man.

Exercise in Composition. 31.

In the following sentences use Pronouns in place of nouns wherever you can :—

1. Rama had taken his watch out of his pocket, and was looking at the watch uneasily, shaking the watch every now and then, and holding the watch to his ear.
2. The boys went into the garden, where the boys saw a [snake

3. Very soon the Rabbit noticed Alice as Alice went hunting about, and called out to Alice in an angry tone.

Exercise in Composition. 32.

Supply a Pronoun of the correct form in the following :—

1. You are a better bowler than ——.
2. We shall see who is the faster runner, you or ——.
3. You are as good a batsman as ——.
4. He is older than ——. 5. He is as old as ——.
6. I believe that it was ——.
7. My brother did as well as ——.
8. Who is there? It is ——.
9. Who broke the window? It wasn't ——.
10. Is that Sita? Yes, it is ——.

Exercise in Composition. 33.

Write the correct form of Pronoun in the following :—

1. We scored as many goals as ——. (They, them.)
2. Rama and —— were present. (I, me.)
3. It was ——. (I, me.)
4. You are smaller than ——. (He, him.)
5. Can you sing as well as ——? (They, them.)
6. I know that it was ——. (She, her.)
7. He is taller than ——. (I, me.)
8. Let you and —— try what we can do. (I, me.)
9. Wait for Hari and ——. (I, me.)
10. You know that as well as ——. (I, me.)
11. He knew that it was ——. (I, me.)
12. It was —— that gave you the alarm. (I, me.)
13. Between you and ——, I do not believe him. (I, me.)
14. We are not so poor as ——. (They, them.)
15. Rama is as old as ——. (I, me.)
16. He is known to my brother and ——. (I, me.)
17. It might have been ——. (He, him.)
18. He is as good as ——. (I, me.)
19. Nobody but —— was present. (He, him.)
20. They are far better singers, than ——. (We, us.)
21. He and —— were great friends. (I, me.)
22. If I were ——, I wouldn't go. (He, him.)
23. Whom can I trust, if not ——? (He, him.)
24. Let —— who can answer this question. (He, him.)
25. There isn't much difference between you and ——. (He, him.)
26. None so blind as —— that will not see. (They, them.)
27. It isn't for such as —— to dictate to us. (They, them.)

CHAPTER XVIII.

REFLEXIVE AND EMPHATIC PRONOUNS.

138. When *-self* is added to *my, your, him, her, it,* and *-selves* to *our, your, them,* we get what are called Compound Personal Pronouns.

They are called **Reflexive Pronouns** when the action done by the subject turns back (*reflects*) upon the subject; as,

I hurt *myself*.	We hurt *ourselves*.
You will hurt *yourself*.	You will hurt *yourselves*.
He hurt *himself*. / She hurt *herself*. / The horse hurt *itself*.	They hurt *themselves*.

It will be noticed that each of these Reflexive Pronouns is used as the *Object* of a verb, and refers to the same person or thing as that denoted by the Subject of the verb.

139. Sometimes, especially in poetry, a simple pronoun is used reflexively; as,

Now I lay *me* down to sleep.

140. The word *self* is sometimes used as a Noun; as,

To thine own *self* be true.
He cares for nothing but *self*.
He thinks much of *self*.

Emphatic Pronouns.

141. Now look at the following sentences:—

I will do it *myself*.
I *myself* saw him do it.
We will see to it *ourselves*.
You *yourself* can best explain.
He *himself* said so.
She *herself* says so.
I was told so by the teacher *himself*.
We saw the King *himself*.
The town *itself* is not very large.
They *themselves* admitted their guilt.

It will be seen that here Compound Personal Pronouns are used for the sake of *emphasis*, and are therefore called **Emphatic Pronouns.**

Note that Emphatic Pronouns cannot stand alone as subjects. It is therefore incorrect to say—

Myself saw him do it.
Mr. James and *myself* think so.

Exercise in Grammar. 34.

Tell which Pronouns in the following sentences are Reflexive and which Emphatic :—

[Emphatic Pronouns are also called Emphasizing Pronouns.]

1. I will go myself.
2. Rama has hurt himself.
3. You express yourself very imperfectly.
4. I wash myself when I get up.
5. The boys hid themselves.
6. They have got themselves into a mess.
7. Boadicea poisoned herself.
8. They loved themselves so much that they thought of no one else.
9. The prisoner hanged himself.
10. The poor widow poisoned herself.
11. They enjoyed themselves.
12. Don't you deceive yourself.
13. I myself will speak to him.
14. He set himself a hard task.
15. We exerted ourselves.
16. The dog choked itself.
17. They gave themselves a lot of trouble.
18. We often deceive ourselves.
19. I myself heard the remark.
20. We seldom see ourselves as others see us.
21. A house divided against itself cannot stand.
22. He that wrongs his friend wrongs himself more.
23. Some people are always talking about themselves.
24. Xerxes himself was the last to cross the Hellespont.
25. He has landed himself in difficulties.
26. Thou shalt love thy neighbour as thyself.
27. Quit yourselves like men.
28. Whosoever shall exalt himself shall be abased.
29. Sinai itself trembled at the presence of God.
30. I cannot bring myself to do it.
31. Pray do not inconvenience yourself.
32. I was sitting by myself.
33. And sometimes I myself do hate myself.

CHAPTER XIX.

DEMONSTRATIVE, INDEFINITE AND DISTRIBUTIVE PRONOUNS.

142. Consider the following sentences:—

This is a present from my uncle.
These are merely excuses.
Both cars are good: but *this* is better than *that*.
Bombay mangoes are better than *those* of Bangalore.
Make haste, *that's* a good boy.
[Here *that* = one who makes haste.]
There is no period in ancient Indian history so glorious as *that* of the Guptas. [Do not write, "as the Guptas".]
My views are quite in accordance with *those* of the University Commission.
I may have offended, but *such* was not my intention.
He is the representative of the King, and as *such* (= the representative of the King) we are bound to honour him.
The stranger is welcomed as *such*.
Yonder is the fort of Partabgarh.

It will be noticed that the Pronouns in italics are used to *point out* the objects to which they refer, and are therefore called **Demonstrative Pronouns.** (Latin *demonstrare*, to show clearly.)

143. *This, that,* etc. are (Demonstrative) *Adjectives* when they are used with nouns ; as,

This book is mine.
That pen is yours.
These books are mine.
Those pens are yours.
What was *that* noise ?
This horse is better than *that* horse.
All *such* people ought to be avoided.

144. *This* refers to what is close at hand, and nearest to the thought or person of the speaker ; *that* refers to what is 'over there', farther away, and more remote.

This is better than *that*.

145. *That*, with its plural *those*, is used to avoid the repetition of a preceding Noun ; as,

The climate of Belgaum is like *that* of Poona.
The streets of Ahmedabad are worse than *those* of Bombay.
Our soldiers were better drilled than *those* of the enemies.
The rivers of America are larger than *those* of Europe.

146. When two things which have been already mentioned are referred to, *this* refers to the thing last mentioned, *that* to the thing first mentioned; as,

Virtue and vice offer themselves for your choice: *this* (*i. e.* vice) leads to misery, *that* (*i. e.* virtue) to happiness.
Alcohol and tobacco are both injurious; *this*, perhaps, less than *that*.

Indefinite Pronouns.

147. Consider the following sentences:—

One hardly knows what to do.
One does not like to say so, but it is only too true.
One cannot be too careful of *one's* (not, *his*) good name.
One must not boast of *one's* own success.
One must use *one's* best efforts if *one* wishes to succeed.
One must not praise *one's self*.
None of his poems are well known.
None but fools have ever believed it.
[*None* is a shortened form of *not one*; yet it is commonly used with plural verbs.]
They (=people in general) say he has lost heavily.
They say that one of the local banks has stopped payment. [They say=it is said by some persons.]
All were drowned.
Some are born great.
Some say he is a sharper.
Somebody has stolen my watch.
Nobody was there to rescue the child.
Few escaped unhurt.
Many of them were Gurkhas.
We did not see *any* of them again.
One or *other* of us will be there.
Do good to *others*.
Did you ask *anybody* to come?
What is *everybody's* business is *nobody's* business.
His words are in *everyone's* mouth.

All these Pronouns in italics refer to persons or things in a *general* way, but do not refer to any person or thing in particular. They are therefore called **Indefinite Pronouns.**

148. Most of these words may also be used as Adjectives. [See § 74 (ii).]

> I will take you there *one* day.
> *Any* fool can do that.
> He is a man of *few* words.
> *Some* milk was spilt.

149. In referring to *anybody, everybody, everyone, anyone, each,* etc., the pronoun *he* or *she* is used according to the context; as,

> I shall be glad to help *everyone* of my boys in *his* studies.

But when the sex is not determined, we use the pronoun of the *masculine* gender, as there is no singular pronoun of the third person to represent both male and female.

> *Everyone* likes to have *his* way.
> *Each* must do *his* best.
> *Everybody* is discontented with *his* lot in life.
> *Everybody* has *his* own ideas which *he* hates to change.
> If *anybody* knows the truth, let *him* tell it.
> Let *each* esteem other better than *himself.*
> *Anyone* can do this if *he* tries.

Note.—Many good English authors disregard the rule, and use the pronoun of the third person *plural*; as,

> Let *each* esteem other better than *themselves.*
> *Everybody* is discontented with *their* lot in life.
> *Everybody* has *their* own ideas which *they* hate to change.

Distributive Pronouns.

150. Consider the following sentences:—

> *Each* of the boys gets a prize.
> *Each* took it in turn.
> *Either* of these roads leads to the railway-station.
> *Either* of you can go.
> *Neither* of the accusations is true.

Each, either, neither are called **Distributive Pronouns** because they refer to persons or things *one at a time.* For this reason they are always *singular* and as such followed by the verb in the *singular.*

Note.—*Each* is used to denote every one of a number of persons or things taken singly.
Either means the one or the other of two.
Neither means not the one nor the other of two. It is the negative of *either*.

Hence *either* and *neither* should be used only in speaking of *two* persons or things. When *more than two* are spoken of, *any, no one, none* should be used.

151. The position of the pronoun *each* should be noticed. It may have three positions.

1. *Each* of the men received a reward.
   Each of these horses cost five hundred rupees.
   I bought *each* of these mangoes for one anna.
2. These men received *each* a reward.
   These horses cost *each* five hundred rupees.
3. These horses cost five hundred rupees *each*.
   I bought these mangoes for one anna *each*.

The third order is usual after a numeral. We do not say, 'The men received a reward each'; but we say 'The men received five hundred rupees each'.

152. In the following sentences, *each, either* and *neither* are used as Adjectives (see § 74); they are followed by nouns of the *singular* number:—

Each boy took his turn. *Neither* accusation is true.
At *either* end was a marble statue. (Here *either* = *each* or *both*.)

153. Study the following sentences:—

1. The two men hate *each other*.
2. They cheated *one another*.

If we analyse them, they mean—

1. The two men hate, *each* hates the *other*.
2. They cheated, *one* cheated *another*.

Each and *one* really belong to the subject, *other* and *another* are objects. But *each other* and *one another* have become in practice compound pronouns (called **Reciprocal Pronouns**) and are rarely separated even by a preposition. Thus we say:

The two brothers quarrelled *with each other*.
They all gave evidence *against one another*.

Note.—*Each other* should be used in speaking of *two* persons or things, *one another* in speaking of *more than two*; but the rule is not strictly observed even by the best writers.

CHAPTER XX.

RELATIVE PRONOUNS.

154. Read the following pairs of sentences:—

1. I met Hari. Hari had just returned.
2. I have found the pen. I had lost the pen.
3. Here is the book. You lent me the book.

Let us now combine each of the above pairs into one sentence. Thus:—

1. I met Hari *who* had just returned.
2. I have found the pen *which* I had lost.
3. Here is the book *that* you lent me.

Now let us examine the work done by each of the words *who, which* and *that.*

The word *who* is used instead of the noun *Hari.* It therefore does the work of a Pronoun.

The word *who* joins or connects two statements. It therefore does the work of a Conjunction.

The word *who* therefore does double work—the work of a Pronoun and also the work of a Conjunction.

We might therefore call it a Conjunctive Pronoun.

It is, however, called a **Relative Pronoun** because it *refers* or *relates* (*i. e.*, carries us back) to some noun going before (here, the noun *Hari*), which is called its **Antecedent.**

Let the pupil show why *which* and *that* are also Relative Pronouns in the second and third sentences.

What is the Antecedent of *which* in the second sentence ?

What is the Antecedent of *that* in the third sentence ?

Forms of the Relative Pronouns.

155. The Relative Pronoun *who* has different forms for Accusative and Genitive:—

	Singular and Plural.
Nominative :	who.
Genitive :	whose.
Accusative :	whom.

This is the boy (or girl) *who* works hard.
This is the boy (or girl) *whose* exercise is done well.
This is the boy (or girl) *whom* all praise.

These are the boys (or girls) *who* work hard.
These are the boys (or girls) *whose* exercises are done well.
These are the boys (or girls) *whom* all praise.

It will be noticed that the forms are the same for singular and plural, masculine and feminine.

156. The Relative Pronoun *which* has the same form for the Nominative and Accusative Cases.

This is the house *which* belongs to my uncle.
The house *which* my uncle built cost him Rs. 50,000.

The Relative Pronoun *which* has no Genitive Case, but *whose* is sometimes used as a substitute for 'of which'; as,

A triangle *whose* three sides are equal is called an equilateral triangle.

157. The Relative Pronoun *that* has the same form in the Singular and Plural, and in the Nominative and Accusative. It has no Genitive Case.

He *that* is content is rich.
They *that* touch pitch will be defiled.
Take anything *that* you like.

158. The Relative Pronoun *what* is used only in the Singular, and has the same form in the Nominative and Accusative.

What has happened is not clear.
I say *what* I mean.
He failed in *what* he attempted.

Use of the Relative Pronouns.

159. As a general rule, *who* is used for *persons* only. It may refer to a Singular or a Plural Noun.

The man *who* is honest is trusted.
Blessed is he *who* has found his work.
He prayeth best *who* loveth best.
He *who* hesitates is lost.
They never fail *who* die in a great cause.
They are slaves *who* dare not be
In the right with two or three.

Who is sometimes used in referring to animals.

Whose (the Genitive form of *who*) is used in speaking of *persons*, but sometimes of things without life (see § 156); as,

The sun, *whose* rays give life to the earth, was regarded by the ancients as a god.

This is the question *whose* solution has baffled philosophers of all ages.

[More properly, 'This is the question the solution *of which* has baffled philosophers of all ages.']

160. *Which* is used for *things without life* and for *animals*. It may refer to a Singular or a Plural Noun.

The moment *which* is lost is lost for ever.

The books *which* help you most are those which make you think most.

The horse *which* I recently bought is an Arab.

[*Which* was formerly used to refer to persons; as,

Our Father, which art in heaven.]

Which may also refer to a sentence; as,

The man was said to be drunk, *which* was not the case.

He said he saw me there, *which* was a lie.

He is here, *which* is fortunate.

Note.—The relative pronouns *who* and *which* can be used—

(i) To restrict, limit, or define more clearly the antecedent; that is, where the clause introduced by a relative pronoun is **restrictive** or **subordinating**; as,

The man *who* had cheated me was yesterday arrested by the police.

The book *which* you see on the table cost me two rupees.

(ii) To give some additional information about the antecedent; that is, where the clause introduced by a relative pronoun is **continuative** or **co-ordinating**; as,

The teacher sent for the boy, *who* (= and he) came at once.

I gave him a rupee, *which* (= and it) was all I had with me.

161. *That* is used for *persons* and *things*. It may refer to a Singular or a Plural Noun. (See § 157.)

That has no genitive case and it is never used with a preposition preceding.

This is the boy *that* I told you *of*.

I know the house *that* he lives *in*.

Uneasy lies the head *that* wears a crown.

I have lost the watch *that* you gave me.

Thrice is he armed *that* hath his quarrel just.

A city *that* is set on a hill cannot be hid.
He *that* is not with me is against me.
Happy is the man *that* findeth wisdom.
He *that* is slow to anger is better than the mighty.
The crowd *that* gathered cheered him to the echo.
Who *that* has met him can escape his influence?
All *that* I said had no effect on him.
He was the most eloquent speaker *that* I ever heard.

It will be noticed that the relative pronoun *that* is used only in relative clauses that restrict, limit, or define the antecedent; in other words the relative pronoun *that* has a **restrictive** force.

162. *That* may be used as an adverbial accusative = *on which, in which, at which*; as,

I remember the day *that* he came.
On the day *that* thou eatest thereof thou shalt surely die.

163. As the Relative Pronoun *that* has a restrictive force it sometimes becomes unsuitable as the substitute for *who* or *which*. Thus I cannot say—

My father *that* is a schoolmaster is fifty years old.

I must say—

My father *who* is a schoolmaster is fifty years old.

But if I happen to have more than one sister, I can say—

My sister, *that* has been adopted by my uncle, is ill.

164. The Relative Pronoun *that* is used in preference to *who* or *which*—

(1) After Adjectives in the Superlative Degree; as,

He was the most eloquent speaker *that* I ever heard.
The wisest man *that* ever lived made mistakes.
This is the best *that* we can do.

(2) After the words, *all, same, any, none, nothing,* (*the*) *only*; as,

All is not gold *that* glitters.
He is the same man *that* he has been.
It is only donkeys *that* bray.
It was not for nothing *that* he studied philosophy.
Man is the only animal *that* can talk.

(3) After the Interrogative Pronouns *who, what*; as,

Who *that* saw her did not pity her?
Who am I *that* I should object?
What is it *that* troubles you so much?
What is there *that* I do not know?

(4) After two antecedents, one denoting a *person* and the other denoting an *animal* or a *thing* ; as,

> The boy and his dog *that* had trespassed on the club premises were turned out.

165. *What* refers to *things* only. It is used without an antecedent expressed, and is equivalent to *that which* (or the *thing which*).

> *What* (= that which) cannot be cured must be endured.
> I say *what* (= that which) I mean.
> I mean *what* I say.
> *What* is done cannot be undone.
> *What* man has done man can do.
> *What* is one man's meat is another man's poison.
> Give careful heed to *what* I say.
> *What* I have written, I have written.
> He found *what* he was looking for.

It will be noticed that *what* is used in the Nominative and Accusative singular only.

166. The word *as* is used as a Relative Pronoun after *such* and sometimes after *the same* ; as,

> Tears *such as* angels weep burst forth.
> These mangoes are not *such as* I bought yesterday.
> He is *such* a man *as* I honour.
> We have never had *such* a time *as* the present.
> His answer was *such as* I expected him to give.
> My trouble is *the same as* yours [is].
> This is not *the same as* that [is].

[But] I played with *the same* bat *that* you did.

'The same as' usually means 'of the same kind.'

'The same......that' means 'one and the same.'

The word *as* is also used as a Relative Pronoun after *as* followed by an adjective ; as,

> I collected *as* many specimens *as* I could find.

[Note.—The first *as* is here an Adverb.]

167. The word *but* after a negative, often has the force of a Relative Pronoun ; as,

> There is none *but* will agree with me. (*but* will agree = *who* will *not* agree).
> There is no Hindu *but* knows the story of the Ramayana. (That is, there is no Hindu who does not know, etc.)
> There is no man *but* wishes to live.
> There is no rose *but* has some thorn. (*but* = which ...not.)

There is scarcely a child *but* likes candy.
There is no man *but* knows these things. (*but* = who does not.)

It will be seen that the pronoun *but* is here equivalent to *who......not, which......not.*

Omission of the Relative Pronoun.

168. The Relative Pronoun is generally omitted when it would be in the accusative case; as,

Few and short were the prayers ∧ we said.
A contented mind is the greatest blessing ∧ a man can enjoy in this world.
I am monarch of all ∧ I survey.
Men must reap the things ∧ they sow.

"*That* is used preferably with reference to persons. Thus we tend to say 'the meeting *which* I attended yesterday,' rather than 'the meeting *that* I attended yesterday.' But more frequently still do we say 'the meeting I attended yesterday,' the Accusative Relative being as a rule omitted altogether."—*Onions.*

This tendency to omit the Accusative Relative is more marked in the spoken language. In the written language its omission is often felt to be undignified.

169. In the following examples from poetry a Relative Pronoun in the nominative case is omitted:—

"'Tis distance ∧ lends enchantment to the view."
"I have a brother ∧ is condemned to die."

Note.—The omission of a Relative Pronoun in the nominative case is now quite exceptional except in colloquial speech.

There's somebody at the door ∧ wants to see you.

Omission of the Antecedent.

170. Sometimes the Antecedent of a Relative Pronoun is left out; as,

Who works not shall not eat.
=(He) who works not shall not eat.
Whom the gods love, die young.
=(Those) whom the gods love die young.
Who steals my purse, steals trash.
Who laughs last laughs best.
Who has lost all hope has also lost all fear.
Be good, sweet maid, and let who will be clever.

Agreement of the Relative Pronoun and its Antecedent.

171. As the Relative Pronoun refers to a Noun or Pronoun (called its Antecedent) it must be of the same *number* and *person* as its Antecedent. [Remember that the verb shows the number and person of the Relative Pronoun.]

The *boy who was* lazy was punished.
The *boys who were* lazy were punished.
I, who am your king, will lead you.
I am the *person that is* to blame.
We who seek your protection, are strangers here.
O thou that leadest Israel!
You who are mighty, should be merciful.
You who seek wisdom, should be humble.
He that is not with me is against me.
He that is down, needs fear no fall.
He that eats till he is sick must fast till he is well.
They who live in glass houses should not throw stones.
They who seek only for faults see nothing else.
The *flowers which grow* in our gardens are not for sale.
This is the only *one* of his poems *that is* worth reading. [= Of his poems this is the only one that is worth reading.]

But the *case* of the Relative Pronoun depends upon its relation to the verb in the clause in which it occurs.

Rama is the boy *who* did it.
Rama is the boy *whom* I want.
Rama is the boy *whose* pencil I have.
Rama is the boy to *whom* I spoke.
He *whom* we worship, by *whose* gift we live, is the Lord.

Position of the Relative Pronoun.

172. To prevent ambiguity, the Relative Pronoun should be placed as near as possible to its Antecedent; as,

The *boy who* won the first prize in English is the son of my friend Mr. Joshi.

It would mean something quite different if we separate the Relative Pronoun from its Antecedent and say—

The boy is the son of my friend Mr. Joshi who won the first prize.

Again such a sentence as "I have read Gokhale's speeches, who was a disciple of Ranade" would be improved if changed to "I have read the speeches of Gokhale, who was a disciple of Ranade."

So also the following sentence requires to be rearranged:—

> I with my family reside in a village near Poona which consists of my wife and three children.

Compound Relative Pronouns.

173. Pronouns formed by adding *ever*, *so*, or *soever* to *who*, *which*, and *what* are called **Compound Relative Pronouns.** They are:—

> *Whoever, whoso, whosoever; whichever, whichsoever; whatever, whatsoever.*

These Relatives have no antecedent expressed.

> *Whosoever* (= any and every person who) exalteth himself shall be abased.
>
> *Whoso* diggeth a pit shall fall therein.
>
> *Whatsoever* thy hand findeth to do, do it with thy might.

174. The forms *whoever*, *whichever*, and *whatever* are now ordinarily used; as,

> *Whoever* (*i. e.*, any person who) comes is welcome.
>
> Take *whichever* (*i. e.*, any which) you like.
>
> I will take with me *whomsoever* you choose.
>
> *Whatever* (*i. e.*, anything which) he does he does well.

Exercise in Grammar. 35.

Name the Relative Pronouns in the following sentences, tell the case of each, and mention its antecedent:—

1. The pen that you gave me is a very good one.
2. The answer which you gave is not right.
3. I know the woman whose child was hurt.
4. Bring me the letters which the postman left.
5. This is the house that Jack built.
6. Hari saw the man who had been hurt.
7. We met the sailors whose ship was wrecked.
8. Here are the books which I found.
9. The cat killed the rat that ate the corn.
10. Bring me the books which lie on the table.
11. Here is the book that you lent me.
12. I hate children who are cruel.

13. Show me the knife that you have bought.
14. He has not brought the knife that I asked for.
15. Dogs soon know the persons by whom they are kindly treated.
16. This is the juggler whom we saw yesterday.
17. They that seek wisdom will be wise.

Exercise in Composition. 36.

Fill the blanks with suitable Relative Pronouns :—

1. We always like boys —— speak the truth.
2. We saw the dog —— worried the cat.
3. He —— does his best shall be praised.
4. I know —— you mean.
5. She has gone to Madras —— is her birthplace.
6. I have seen the bird —— you describe.
7. I do not know the man —— hit the boy.
8. He gave away —— he did not need.
9. There is no one —— has not lost a friend.
10. Here is the pen —— you lost.
11. Most people get —— they deserve.
12. Time —— is lost is never found again.
13. I did not know the person —— called.
14. He is a man —— you can trust.
15. Where is the book —— I gave you?
16. Is this the street —— leads to the station?
17. The letter —— you wrote never arrived.
18. Listen to —— I say.
19. He —— is merciful shall meet mercy.
20. Did you receive the letter —— I sent yesterday?
21. —— I have said, I have said.
22. —— he was I could never find out.
23. —— do you believe him to be?
24. Do you know —— has happened?
25. —— is done cannot be undone.
26. Do the same —— I do.
27. For my purpose I need such a man —— he is.
28. God helps those —— help themselves.
29. No man can lose —— he never had.
30. You should not imitate such a boy —— he.

Exercise in Composition. 37.

Fill the blanks with suitable Relative Pronouns :—

1. That man —— will not work must starve.
2. Such a man —— he should be honoured.
3. These mangoes are not such —— I bought yesterday.
4. It is not such a pretty place —— I had expected.

5. We have need of more such men —— he.
6. He plays the game —— he likes best.
7. I do not believe —— you say.
8. My uncle, —— I loved, is dead.
9. The farmer is cutting the corn —— has ripened.
10. —— you say is not true.
11. A lady —— I know nursed the child.
12. He says —— he means, and means —— he says.
13. —— pleases you will please me.
14. I gave it to the man —— I saw there.
15. I know —— you are seeking.
16. They —— touch pitch will be defiled.
17. You have not brought the book —— I asked for.
18. Only he —— bears the burden knows its weight.
19. Such books —— you read are not worth reading.
20. When you speak to him remember to —— you are speaking.
21. I regard that man as lost —— has lost his sense of shame.
22. Wealth is not his —— has it, but his —— enjoys it.
23. People —— are too sharp cut their own fingers.
24. Truth provokes those —— it does not convert.
25. We do not know —— he intends to do.
26. It is an ill wind —— blows nobody good.
27. Is this a dagger —— I see before me?
28. I know to —— you are alluding.
29. —— the gods would destroy they first make mad.
30. He is the very man —— we want.
31. Please recite —— you have learned.
32. They always talk —— never think.
33. Such —— have pure hearts shall inherit the kingdom of heaven.

Exercise in Composition. 38.

Join together each of the following pairs of sentences by means of a Connective :—

1. I know a man. The man has been to Iceland.
2. The thief stole the watch. The thief was punished.
3. Show the road. The road leads to Delhi.
4. Here is the doctor. The doctor cured me of malaria.
5. I met a boy. He was very cruel.
6. He does his best. He should be praised.
7. The man is honest. The man is trusted.
8. My father is dead. I loved my father.
9. The teacher sent for the boy. The boy came at once.
10. Wellington was a great general. He defeated Napoleon at the Battle of Waterloo.

11. The dog bit the burglar. The burglar had broken into the house.
12. Once upon a time there lived a giant. The giant was very powerful and cruel.
13. We met a girl. The girl had lost her way.
14. Kalidas is famous. He wrote some fine dramas.
15. He is a rogue. No one trusts him.
16. The child is dead. The child came here yesterday.
17. The child is dead. I saw the child yesterday.
18. I know the man. He stole the bicycle.
19. The man stole the bicycle. He has been arrested.
20. I have found the umbrella. I had lost it.
21. I saw a soldier. He had lost an arm.
22. This is the path. He came by this path.
23. The horse was lame. We saw the horse.
24. Those boys were kept in. They had been very lazy.
25. I saw a girl. She was singing.
26. That boy bowls very well. You see him there.
27. Here is the book. You were asking for the book.
28. Here is the pencil. You lost it yesterday.
29. The man is deaf. You spoke to the man.
30. Coal is found in Bengal. It is a very useful mineral.

Exercise in Composition. 39.

Join together each of the following pairs of sentences by means of a Connective :—

1. This is the building. It was built in a single month.
2. The letter reached me this morning. You sent the letter.
3. Karim is always idle. He was punished.
4. I met my uncle. He had just arrived.
5. This is the house. Jack built it.
6. The boy is my cousin. You see him there.
7. The ladies have arrived. I was speaking of them.
8. The boys clapped heartily. They were watching the match.
9. The boy tells lies. He deserves to be punished.
10. I heard a song. The song pleased me.
11. I heard some news. The news astonished me.
12. I know a man. The man has a wooden leg.
13. Here is a book. The book contains pictures.
14. Give me the ruler. The ruler is on the desk.
15. The bicycle is a new one. Hari rode it.
16. We got into a tram. It was full of people.
17. He has a friend. He is a clever artist.
18. He is a well-known man. His generosity is the talk of the town.

19. The cat caught the mouse. The cat was pursuing the mouse.
20. Can I borrow the book? You are reading it.
21. The boy was very proud. He had won the first prize.
22. Little Red Riding Hood went to visit her grandmother. Her grandmother was ill in bed.
23. This is my cousin. I was speaking of him.
24. We all despise a cowardly boy. He is one.
25. This is the cat. It killed the rat.
26. Those grapes were very sweet. You brought them.
27. Hari spoke to the soldier. The soldier's arm was in a sling.
28. The captain praised Balu. Balu's bowling was very good.
29. A man came running up. He heard me calling.

Exercise in Composition. 40.

Split each of the following sentences into two :—

1. The boys gave a loud shout, which was heard across the river.
2. Bring me the book that is on the table.
3. It was a wretched hut in which she lived.
4. The boy who fell off his bicycle has hurt his leg.
5. The elephant that was sick, died.
6. The farmer is cutting the corn which has ripened.
7. Napoleon, whom the French honour, died at St. Helena.
8. The crow dropped the cheese, which the fox immediately snapped up.
9. John, who is my cousin, is a diligent boy.
10. Where is the parcel that I left here yesterday?
11. I have found the book which I lost.
12. The Japanese, who are a brave people, were attacked by the Russians.
13. The boy whom you see there made the top score in the last match.
14. Dadabhai Naoroji, who was the first Indian to enter the British Parliament, was a Parsee.
15. He is a poet whose works are widely known.
16. The Taj Mahal, which was built by Shah Jahan, is the finest mausoleum in the world.
17. Last year we visited the Moti Masjid, which is a mosque of great architectural beauty.
18. The meeting, which was held in the Town Hall, was a great success.

19. The rope, which was old, snapped.
20. The task which you have to do is easy.
21. People who live in glass houses must not throw stones.

CHAPTER XXI.

INTERROGATIVE PRONOUNS.

175. Consider the following sentences:—

Who is there? *Who* are you?
Of *whom* do you speak? *Whom* do you want?
Whose is this book?
Which is the house?
Which do you prefer, tea or coffee?
What is the matter? *What* do you want?
What will all the neighbours say?

It will be noticed that the Pronouns in italics are similar in form to Relative Pronouns. But the work which they do is different. They are here used for *asking questions*, and are therefore called **Interrogative Pronouns.**

176. In the following sentences the Interrogative Pronouns are used in asking *indirect* questions.

I asked *who* was speaking.
I do not know *who* is there.
Tell me *what* you have done.
Ask *what* he wants.
Say *which* you would like best.

177. Again consider the following sentences:—

Who gave you that knife?	(Nominative.)
Whose is this book?	(Genitive.)
Whom did you see?	(Accusative.)
To *whom* were you speaking?	(Accusative.)
What is that?	(Nominative.)
What do you want?	(Accusative.)
Which is he?	(Nominative.)
Which do you prefer?	(Accusative.)

It will be seen that the Interrogative Pronoun *who* has different forms for the Nominative, Genitive and Accusative Cases.

Nominative:	who	Masc. and Fem. Singular and Plural.
Genitive:	whose	
Accusative:	whom	

What and *which* do not have different forms for different cases.

178. *Who* is used of *persons* only.

Who spoke? (We expect the answer to be the name of a person.)
Who goes there? *Who* made the top score?
Who is knocking at the door? *Who* says so?
Whose is this umbrella? *Whom* did you see?

179. *Which* is used of both *persons* and *things.* It implies selection, that is, it implies a question concerning a limited number.

Which is your friend? *Which* are your books?
Which of the boys saw him?
Which of you has done this?
Which of these books is yours?
Which of the pictures do you like best?
Which of you by taking thought can add one cubit unto his stature?
Which will you take?

180. *What* is used of *things* only.

What have you found? (We expect the answer to be the name of a thing.)
What do you want? *What* did you say?
What was it all about?
What is sweeter than honey?
What are those marks on your coat?

181. In such expressions as, 'What are you?', 'What is he?', 'What is this man?' the word *what* does not refer to the person but to his *profession* or *employment.*

What are you?——I am a doctor.
What is he?——He is an engineer.

But—

Who is he? (= What is his name and family?)—He is Mr. K. P. Roy.

182. In the following sentences *which* and *what* are used as Interrogative Adjectives:—

Which book are you reading?
Which way shall we go?
What books have you read?
What pranks are you playing?
What manner of man is this, that even the wind and the sea obey him?

183. In the following sentences the words in italics are used as **Compound Interrogative Pronouns :—**

Whoever told you so?
Whatever are you doing?

Note.—The forms *whoever, whichever, whatever* are intensive.

Exercise in Composition. 41.

Use the correct form of the Interrogative Pronoun in the following :—

1. —— wishes to see you?
2. —— do you wish to see?
3. —— did she say was the winner?
4. —— did he invite? 5. —— shall I give this to?
6. —— do men say that I am?
7. —— do you believe did this?
8. Of —— are you speaking?
9. —— did you see? 10. —— do you mean?
11. To —— did you give the key?
12. —— of the girls can sew the best?
13. By —— was the book written?
14. —— are you seeking? 15. —— of you has done this?
16. —— have you seen? 17. —— of our dogs is ill?
18. —— do you think they are?
19. —— do you think I am? 20. —— did you find there?
21. —— was that speaking to you?
22. —— came here yesterday?
23. —— do you consider in the right?
24. ——, do you consider, is right?
25. —— did you speak to? 26. —— is life worth?
27. —— of these bats will you take?
28. —— did he say? 29. —— is that for?
30. —— have you decided to do?
31. —— stole the bird's nest? 32. —— do you prefer?
33. —— are you doing? 34. —— has my book?
35. —— is an island? 36. —— is your book?
37. —— do you want? 38. With —— were you talking?
39. —— did they fight each other for?
40. —— is better, honour or riches?
41. —— am I speaking to, please?

184. A Pronoun used as an *exclamation* is called an **Exclamatory Pronoun**; as,

What! Still here! I thought you had gone home long ago.
What! You don't know Rama?

CHAPTER XXII.

PARSING OF PRONOUNS.

185. To parse a Pronoun, we must give—

(1)	Its Kind:	Whether Personal (including Reflexive and Emphatic), Demonstrative, Indefinite, Distributive, Reciprocal, Relative, or Interrogative.
(2)	Its Gender:	Whether Masculine, Feminine, Common, or Neuter.
(3)	Its Number:	Whether Singular, or Plural.
(4)	Its Person:	Whether First, Second, or Third.
(5)	Case:	Whether Nominative, Accusative, or Genitive.

Parsing Models.

(1) *We* are cousins.

We: Personal pronoun, common gender, plural number, first person, nominative case, subject of the verb *are*.

(2) *You* may do *what* you like.

You: Personal pronoun, common gender, plural number, second person, nominative case, subject of the verb *may do*.

what: Relative pronoun, neuter gender, singular number, accusative case, object of the verb *like*.

(3) *Her* father is a great friend of *mine*.

Her: Personal pronoun, feminine gender, singular number, third person, genitive case, governed by the noun *father*.

[Or, Possessive adjective, qualifying the noun *father*.]

mine: Personal pronoun, common gender, singular number, first person, governed by the preposition *of*.

(4) *I* know the person *whom* you suspect.

I: Personal pronoun, common gender, singular number, first person, nominative case, subject of the verb *know*.

whom: Relative pronoun, common gender, singular number, third person, agreeing with its antecedent *person*, accusative case, object of the verb *suspect*.

(5) The news *which he* received upset *him*.

which: Relative pronoun, neuter gender, singular number, third person, agreeing with its antecedent *news*, accusative case, object of the verb *received*.

he: Personal pronoun, masculine gender, singular number, third person, nominative case, subject of the verb *received*.

him: Personal pronoun, masculine gender, singular number, third person, accusative case, object of the verb *upset*.

(6) The boy *who* made the top score is my cousin.

who: Relative pronoun, masculine gender, singular number, third person, agreeing with its antecedent *boy*, nominative case, subject of the verb *made*.

(7) I know the house *that* he lives in.

that: Relative pronoun, neuter gender, singular number, third person, agreeing with its antecedent *house*, accusative case, governed by the preposition *in*.

(8) *Who* steals *my* purse, steals trash.

Who: Relative pronoun, masculine gender, singular number, third person, agreeing with its antecedent *he* understood, nominative case, subject of the verb *steals*.

my: Personal pronoun, common gender, singular number, first person, genitive case, governed by the noun *purse*.

(9) *Whom* the gods love die young.

Whom: Relative pronoun, common gender, plural number, third person, agreeing with its antecedent *those* understood, accusative case, object of the transitive verb *love*.

(10) After a pause, the witness corrected *himself*.

himself: Reflexive pronoun, masculine gender, singular number, third person, accusative case, object of the transitive verb *corrected*.

(11) I *myself* told him so.

myself: Emphatic pronoun, common gender, singular number, first person, nominative case, in apposition with the pronoun *I*.

(12) *One* hardly knows what to do.

One: Indefinite pronoun, common gender, singular number, nominative case, subject of the verb *knows*.

(13) *Who* goes there?

Who: Interrogative pronoun, common gender, singular number, third person, nominative case, subject of the verb *goes*.

(14) I prefer black shoes to brown *ones*.

ones: Demonstrative pronoun, neuter gender, plural number, third person, accusative case, governed by the preposition *to*.

Exercise in Grammar. 42.

Parse the Pronouns in the following sentences:—

1. Socrates was one of the wisest men that ever lived.
2. One cannot foretell the result of the conflict.
3. Which am I to take? 4. What say you?
5. They say that the Shah is deposed.
6. We pursue what pleases us.
7. Who do you think they are?
8. Read such books as you like.
9. Let each do his best. 10. I wonder what he said.
11. The evil that men do lives after them.
12. They never fail who die in a great cause.
13. We seldom see ourselves as others see us.
14. He himself is to blame.
15. He told me the same story as he told you.
16. The madness of one makes many mad.
17. Confine yourself strictly to the subject.
18. The travellers, all of whom had seen the chameleon, could not agree about its colour.
19. Who was it that said so?
20. Bring such books as you have.
21. I do not like this pen; give me that one.

CHAPTER XXIII.

THE VERB.

Transitive and Intransitive Verbs.

186. A **Verb** is a word that *tells* or *asserts* something about a person or thing. *Verb* comes from the Latin *verbum*, a *word*. It is so called because it is the most important word in a sentence.

A Verb may tell us—

(1) What a person or thing *does*; as,

Hari *laughs*. The clock *strikes*.

(2) What *is done* to a person or thing; as,

Hari *is scolded*. The window *is broken*.

(3) What a person or thing *is*; as,

The cat *is* dead. Glass *is* brittle. I *feel* sorry.

Def.—A Verb is a word used to tell or assert something about some person or thing.

187. A Verb often consists of more than one word; as,

The girls *were singing*.
I *have learnt* my lesson.
The watch *has been found*.

188. Read these sentences:—

1. The boy *kicks* the football.
2. The boy *laughs* loudly.

In sentence 1, the action denoted by the verb *kicks* *passes over* from the doer or Subject *boy* to some Object *football*. The verb *kicks* is therefore called a **Transitive Verb.** (*Transitive* means *passing over*.)

In sentence 2, the action denoted by the verb *laughs* stops with the doer or Subject *boy* and *does not pass over* to an Object. The verb *laughs* is therefore called an **Intransitive Verb.** (*Intransitive* means *not passing over*.)

Def.—A Transitive Verb is a Verb that denotes an action which *passes over* from the doer or Subject to an object.

Def.—An Intransitive Verb is a Verb that denotes an action which does *not pass over* to an object, or it expresses a *state* or *being*; as,

He *ran* a long distance. (*Action*.)
The baby *sleeps*. (*State*.)
There *is* a flaw in this diamond. (*Being*.)

Note.—Intransitive Verbs expressing *being* take the same cases after them as before them.

189. Most Transitive Verbs take a single object. But some Transitive Verbs as *give, ask, offer, promise, tell,* etc., take *two* objects after them—an Indirect Object which denotes the *person to whom* something is given or *for whom* something is done, and a Direct Object which is usually the name of some *thing* (see § 65); as,

His father gave *him* (Indirect) a *rupee* (Direct).
He told *me* (Indirect) a *secret* (Direct).

190. Most verbs can be used both as Transitive and as Intransitive verbs. It is therefore better to say that a verb is *used* Transitively or Intransitively rather than that it *is* Transitive or Intransitive.

Used Transitively.	*Used Intransitively.*
1. The ants *fought* the wasps.	1. Some ants *fight* very fiercely.
2. The shot *sank* the ship.	2. The ship *sank* rapidly.
3. *Ring* the bell, Rama.	3. The bell *rang* loudly.
4. The driver *stopped* the train.	4. The train *stopped* suddenly.
5. He *spoke* the truth.	5. He *spoke* haughtily.
6. The horse *kicked* the man.	6. This horse never *kicks*.
7. I *feel* a severe pain in my head.	7. How do you *feel* ?

Note.—Some Verbs, *e. g.*, *come, go, fall, die, sleep, lie*, denote actions which cannot be done to anything ; they can therefore never be used Transitively.

191. In such a sentence as 'The man killed himself' where the Subject and the Object both refer to the *same* person, the verb is said to be used **reflexively.**

Sometimes, though the verb is used reflexively, the Object is not expressed. In the following examples the reflexive pronoun understood is put in brackets:—

The bubble burst [itself].
The guests made [themselves] merry.
Please keep [yourselves] quiet.
With these words he turned [himself] to the door.
The Japanese feed [themselves] chiefly on rice.

These verbs may however be regarded as pure Intransitives without any reflexive force whatever.

192. Certain verbs can be used reflexively and also as ordinary transitive verbs ; as,

Do not *forget yourself.*
I *forget* his name.
Acquit yourself as man.
The magistrate *acquitted* him of the charge against him.
I *enjoy myself* sitting alone.
He *enjoys* good health.
He *interested himself* in his friend's welfare.
His talk does not *interest* me.

Exercise in Grammar. 43.

Name the Verbs in the following sentences, and tell

in each case whether the Verb is Transitive or Intransitive. Where the Verb is Transitive name the Object :—

1. The sun shines brightly.
2. The boy cut his hand with a knife.
3. The clock stopped this morning.
4. The policeman blew his whistle.
5. The sun rises in the east.
6. An old beggar stood by the gate.
7. The clock ticks all day long.
8. I looked down from my window.
9. Put away your books. 10. The moon rose early.
11. The cat sleeps on the rug.
12. Cocks crow in the morning.
13. Your book lies on the table.
14. The fire burns dimly. 15. Time changes all things.
16. We eat three times a day. 17. Tell the truth.
18. The birds sing in the green trees.
19. The little bird hopped about and sang.
20. My new watch does not keep good time.
21. The beggar sat down by the side of the road.
22. I could not spare the time.
23. We took shelter under a tree.
24. The boy easily lifted the heavy weight.
25. Balu wrote a letter to his uncle.
26. A tiny bird lived under the eaves.
27. I know a funny little man. 28. Birds fly in the air.
29. A light rain fell last night.
30. I shall bring my camera with me.
31. You speak too loudly. 32. The dog ran after me.

Exercise in Composition. 44.

Write five sentences containing Transitive Verbs, and five containing Intransitive Verbs.

Intransitive Verbs Used as Transitives.

193. When an Intransitive Verb is used in a *causative* sense it becomes Transitive.

Intransitive.	*Transitive.*
1. The horse *walks.*	1. He *walks* the horse.
2. The girl *ran* down the street.	2. The girl *ran* a needle into her finger. (*ran* a needle = *caused* a needle to run.)
3. Birds *fly.*	3. The boys *fly* their kites (i. e. *cause* their kites to fly.)

194. A few verbs in common use are distinguished as Transitive or Intransitive by their spelling, the Transitive being causative *forms* of the corresponding Intransitive verbs.

Intransitive.	*Transitive.*
1. Many trees *fall* in the monsoon.	1. Woodmen *fell* trees. (Fell = cause to fall.)
2. *Lie* still.	2. *Lay* the basket there. (Lay = cause to lie.)
3. *Rise* early with the lark.	3. *Raise* your hands. (Raise = cause to rise.)
4. *Sit* there.	4. *Set* the lamp on the table. (Set = cause to sit.)

195. Some Intransitive Verbs may become Transitive by having a Preposition added to them ; as,

All his friends *laughed at* (= derided) him.
He will soon *run through* (= consume) his fortune.
Please *look into* (= investigate) the matter carefully.
We *talked about* (= discussed) the affair several times.
I *wish for* (= desire) nothing more.
The Police Inspector *asked for* (= demanded) his name.

Sometimes the Preposition is *prefixed* to the Verb ; as,

Shivaji *over*came the enemy.
He bravely *with*stood the attack.
The river *over*flows its banks.

196. Intransitive Verbs sometimes take after them an Object *akin* or *similar in meaning* to the Verb. Such an Object is called the **Cognate Object,** or **Cognate Accusative.** (Latin *cognatus*, akin.)

I have *fought* a good *fight*.
He *laughed* a hearty *laugh*.
I *dreamt* a strange *dream*.
He *sleeps* the *sleep* of the just.
Let me *die* the *death* of the righteous.
She *sighed* a deep *sigh*.
She *sang* a sweet *song*. He *ran* a *race*.
Aurangzeb *lived* the *life* of an ascetic.

A noun used as a Cognate Object is in the Accusative Case.

The following are examples of partially Cognate Objects:—

He *ran* a great *risk* (= he ran a *course* of great risk).
The children *shouted applause* (= the children shouted a *shout* of applause).

197. A noun used adverbially to modify a verb, an adjective, or an adverb denoting *time, place, distance, weight, value,* etc., is called an **Adverbial Object,** or **Adverbial Accusative,** and is said to be in the Accusative Case adverbially; as,

He held the post ten *years.*
I can't wait a *moment* longer.
He went *home.*
He swam a *mile.*
He weighs seven *stone.*
The watch cost fifty *rupees.*

198. There are a few Transitive Verbs which are sometimes used as Intransitive Verbs.

Transitive.	*Intransitive.*
1. He *broke* the glass.	1. The glass *broke.*
2. He *burnt* his fingers.	2. He *burnt* with shame.
3. *Stop* him from going.	3. We shall *stop* here a few days.
4. *Open* all the windows.	4. The show *opens* at six o'clock.

CHAPTER XXIV.

VERBS OF INCOMPLETE PREDICATION.

199. Read the following sentences:—

1. The baby *sleeps.*
2. The baby *seems* happy.

The verbs in both these sentences are Intransitive.

But when I say 'The baby sleeps' I make complete sense.

On the other hand if I say 'The baby seems' I do not make complete sense.

The Intransitive Verb *seems* requires a word (*e. g. happy*) to make the sense complete. Such a verb is called a **Verb of Incomplete Predication.**

The word *happy,* which is required to make the sense complete, is called the **Complement of the Verb** or the **Completion of the Predicate.**

200. Verbs of Incomplete Predication usually express the idea of *being, becoming, seeming, appearing.* The Complement usually consists of a Noun (called a

Predicative Noun) or an Adjective (called a **Predicative Adjective).** When the Complement describes the *Subject,* as in the following sentences, it is called a **Subjective Complement.**

1. Tabby is a *cat.*
2. The earth is *round.*
3. John became a *soldier.*
4. Peel became *minister.*
5. The man seems *tired.*
6. You look *happy.*
7. The sky grew *dark.*
8. Roses smell *sweet.*
9. Sugar tastes *sweet.*
10. She appears *pleased.*
11. This house is *to let.*

Note.—When the Subjective Complement is a noun (as in 1, 3, 4) it is in the same case as the Subject, *i. e.,* in the Nominative Case.

201. Certain Transitive Verbs require, besides an Object, a Complement to complete their predication; as,

1. The boys made Rama *captain.*
2. His parents named him *Hari.*
3. This made him *vain.*
4. The jury found him *guilty.*
5. Rama called his cousin a *liar.*
6. Exercise has made his muscles *strong.*
7. I consider the man *trustworthy.*
8. God called the light *day.*
9. We thought him a *rascal.*
10. They chose him their *leader.*

Here, in each case, the Complement describes the *Object,* and is therefore called an **Objective Complement.**

Note.—When the Objective Complement is a noun (as in 1, 2, 5, 8, 9, 10) it is in the Objective (or Accusative) Case in agreement with the object.

Exercise in Grammar. 45.

Say whether the Verbs in the following sentences are Transitive or Intransitive; name the Object of each Transitive Verb, and the Complement of each Verb of Incomplete Predication:—

1. The hungry lion roars.
2. The report proved false.
3. The boy stood on the burning deck.
4. The child has fallen sick.
5. The ass continued braying.
6. The wind is cold. 7. The results are out.
8. He tried again and again.

9. We see with our eyes.
10. The child fell asleep.
11. The weather is hot.
12. They are Pathans.
13. Owls hide in the daytime.
14. Bad boys hide their faults.
15. The poor woman went mad.
16. We waited patiently at the station.
17. He told a lie.
18. They elected him president.
19. I found her weeping.
20. He struck the man dead.
21. The crow flew down and stole the cheese.
22. The sky looks threatening.
23. They made him general.
24. He waited an hour.
25. The rumour seems true.
26. New brooms sweep clean.

CHAPTER XXV.

ACTIVE AND PASSIVE VOICE.

202. Compare:—

1. Rama *helps* Hari.
2. Hari *is helped* by Rama.

It will be seen that these two sentences express the same meaning.

But in sentence 1, the form of the Verb shows that the person denoted by the Subject **does** *something.*

[Rama (the person denoted by the Subject) *does something.*]

The Verb *helps* is said to be in the **Active Voice.**

In sentence 2, the form of the Verb shows that *something* **is done to** the person denoted by the Subject.

[Something *is done to* Hari (the person denoted by the Subject).]

The Verb *is helped* is said to be in the **Passive Voice.**

Def.—A Verb is in the Active Voice when its form shows (as in sentence 1) that the person or thing denoted by the Subject *does something*; or, in other words, is the *doer* of the action.

The Active Voice is so called because the person denoted by the Subject *acts.*

Def.—A Verb is in the Passive Voice when its form shows (as in sentence 2) that *something is done to* the person or thing denoted by the Subject.

The Passive Voice is so called because the person or thing denoted by the Subject is not active but *passive*, that is, suffers or receives some action.

Def.—Voice is that form of a Verb which shows whether what is denoted by the Subject *does something* or *has something done to it.*

Note the change from the Active Voice to the Passive Voice in the following sentences:—

Active Voice.	*Passive Voice.*
1. Sita *loves* Savitri.	1. Savitri *is loved* by Sita.
2. The mason *is building* the wall.	2. The wall *is being built* by the mason.
3. The peon *opened* the gate.	3. The gate *was opened* by the peon.
4. Some boys *were helping* the wounded man.	4. The wounded man *was being helped* by some boys.
5. He *will finish* the work in a fortnight.	5. The work *will be finished* by him in a fortnight.
6. Who *did* this?	6. By whom *was* this *done*?
7. Why *did* your brother *write* such a letter?	7. Why *was* such a letter *written* by your brother?

It will be noticed that when the Verb is changed from the Active Voice to the Passive Voice, the *Object* of the Transitive Verb in the *Active* Voice becomes the *Subject* of the Verb in the *Passive* Voice.

[Thus in sentence 1, *Savitri*, which is the Object of *loves* in the Active Voice, becomes the Subject of *is loved* in the Passive Voice.]

Since the Object of a verb in the active voice becomes the Subject of the passive form, it follows that *only Transitive Verbs can be used in the Passive Voice*, because an Intransitive Verb has no Object.

Exercise in Grammar. 46.

Name the Verbs in the following sentences, and tell whether they are in the Active or in the Passive Voice:—

1. The cat killed the mouse.
2. We compelled the enemy to surrender.
3. The boy was bitten by a dog.
4. The thief was caught.
5. The boy made a kite. 6. The ship was burned.
7. The young man made a disturbance at the meeting.
8. The captive was bound to a tree.
9. The bird was killed by a cruel boy.
10. The sudden noise frightened the horse.
11. He is beloved by all.

12. The exhibition was opened by the Prince of Wales.
13. I see a dark cloud.
14. His command was promptly obeyed.
15. Some of the cargo had been damaged by the sea water.
16. Nothing will be gained by hurry.
17. The dog chased the sheep.
18. This letter was posted last night.
19. The field is ploughed.
20. The dog was teased by the boy.
21. The cat drank all the milk.
22. A stone struck me on the head.
23. The old gentleman takes snuff.
24. The money was lost.
25. The letter has just been posted.

Exercise in Composition. 47.

Turn the following sentences from the Active Voice to the Passive Voice :—

1. The cat killed the mouse.
2. The man cut down the tree.
3. Columbus discovered America.
4. His teacher praised him.
5. The boy teased the dog.
6. The syce feeds the horse every day.
7. The police arrested him.
8. Rama was making a kite.
9. The boy caught the ball.
10. My father will write a letter.
11. I will conquer him.
12. He kept me waiting.
13. The hunter shot the lion.
14. Hari opened the door.
15. A policeman caught the thief.
16. Sohrab threw the ball.
17. He scored twenty runs.
18. Your behaviour vexes me.
19. Manners reveal character.
20. He made a very remarkable discovery.
21. Little strokes fell great oaks.
22. Dhondu will bring the pony.
23. Everyone loves him.
24. My cousin has drawn this picture.
25. We expect good news.
26. The farmer gathers the harvest.
27. His own brother swindled him.
28. The recitation pleased the Inspector.

203. When verbs that take both a direct and an indirect object in the Active Voice are changed to the Passive, either object may become the subject of the Passive verb, while the other is *retained* and is parsed as the **Retained Object** after a Passive verb.

Active.	*Passive.*
The durwan refused him admittance.	Admittance was refused him by the durwan. He was refused admittance by the durwan.
Mr. Krishnaji teaches us grammar.	Grammar is taught us by Mr. Krishnaji. We are taught grammar by Mr. Krishnaji.
The manager will give you a ticket.	A ticket will be given you by the manager. You will be given a ticket by the manager.
Who taught you French?	By whom was French taught you? By whom were you taught French?
He handed her a chair.	A chair was handed her. She was handed a chair.

204. The Active Voice is used when the doer (or Subject) is to be made prominent; the Passive, when the person or thing acted upon (or the Object) is to be made prominent. Hence the Passive Voice may be used when the doer is unknown, or when, for any reason, we do not care to name the doer; as,

The ship was wrecked.
The house was built long ago.

205. Compare:—

1. The window *is broken*.
2. He *is gone*. (=He *has gone*.)

The verb *is broken* is in the Passive Voice.

Do not, however, make the mistake of supposing that the verb *is gone* is in the Passive Voice. The verb *go* is Intransitive, and only a Transitive Verb can be used in the Passive Voice.

For the same reason the verbs in the following sentences are in the Active Voice:—

He *is come*. He *is arrived*.

206. There are a few Transitive verbs, which even in an Active form, are sometimes used in a Passive sense; as,

These mangoes *taste* sour (*i. e.*, are sour when they are tasted).
The rose *smells* sweet (*i. e.*, is sweet when it is smelt).
The cakes *eat* short and crisp (*i. e.*, are short and crisp when they are eaten).
At least the play *reads* well (*i. e.*, affects the reader well when it is read).

Exercise in Composition. 48.

Change the following sentences so that the Verbs will be in the Passive Voice :—

1. We saw you and him.
2. They asked me my name.
3. We refused them admission.
4. I bought the baby a doll.
5. They found him guilty of murder.
6. A thunderstorm often turns milk sour.
7. You cannot pump the ocean dry.
8. They saw the storm approaching.
9. He keeps me waiting.
10. They painted the house red.
11. He told me to leave the room.
12. He promised me a present.
13. I shall order the carriage.
14. The boy is climbing the cliff.
15. One may accomplish many things by a little effort.
16. I am watching you very carefully.

Exercise in Composition. 49.

Rewrite the following sentences so that the Verbs will be in the Active Voice :—

1. He was praised by his father.
2. The first railway was built by George Stephenson.
3. The horse was frightened by the noise.
4. Not a word was spoken by Latif.
5. The teacher was pleased with the boy's work.
6. He was taken to the hospital by his friends.
7. The town was destroyed by an earthquake.
8. The road was lined with people.
9. The Prince was welcomed by the people.
10. *Sakuntala* was written by Kalidas.
11. The building was damaged by the fire.
12. I was struck by his singular appearance.
13. The French fleet was defeated by Nelson.

14. The streets were thronged with spectators.
15. The trees were blown down by the wind.
16. We shall be blamed by every one.
17. The child was knocked down by a car.
18. Alice was not much surprised at this.
19. He will be greatly surprised if he is chosen.

Exercise in Composition. 50.

Write three sentences with the Verbs in the Active Voice, and rewrite them with the Verbs in the Passive Voice.

207. We give below further examples of the interchange of Active and Passive Voice.

Active.— All his friends laughed at him.
Passive.— He was laughed at by all his friends.
Active.— They made him king.
Passive.— He was made king by them.
Active.— The Romans expected to conquer Carthage.
Passive.— It was expected by the Romans that they would conquer Carthage.
Active.— One should keep one's promises.
Passive.— Promises should be kept.
Active.— Give the order.
Passive.— Let the order be given.
Active.— Enter by this door.
Passive.— You are requested to enter by this door.

Passive.— My pocket has been picked.
Active.— Someone has picked my pocket.
Passive.— I shall be obliged to go.
Active.— Circumstances will oblige me to go.

Exercise in Composition. 51.

In the following sentences change the Voice :—

1. We elected Balu captain.
2. I saw him opening the box.
3. We must listen to his words.
4. Shall I ever forget those happy days ?
5. By whom was this jug broken ?
6. His subordinates accused him of various offences.
7. One cannot gather grapes from thistles.
8. The telegraph wires have been cut.
9. Alas! we shall hear his voice no more.
10. The French surrendered Quebec to the English in 1759.
11. Without effort nothing can be gained.
12. Do not insult the weak.
13. All desire wealth and some acquire it.

14. Why should I be suspected by you?
15. Subject him to a severe examination.
16. The legend tells us how the castle received its name.
17. Please walk to the right.
18. Why did he defraud you of your earnings?
19. The public will learn with astonishment that war is imminent. 20. He made his wife do the work.
21. The master appointed him monitor.
22. The doctor despaired of his recovery.
23. He was refused admittance.
24. They laughed at his warnings and objected to all his proposals.
25. The people regarded him as an impostor and called him a villain.

CHAPTER XXVI.

MOOD.

208. The simplest use of a Verb is to make a *statement of fact* or ask a *question*; as,

I *write* to my brother every week.
Who *wrote* that letter?

But a Verb may also be used to express a *command*; as,

Write neatly.

Or a Verb may be used to express a *mere supposition*; as,

If I *were* you, I would not do it.

These different *modes* or *manners* in which a Verb may be used to express an action are called **Moods.** (Lat. *modus*, manner.)

Def.—Mood is the *mode* or *manner* in which the action denoted by the Verb is represented.

209. There are three Moods in English:—

Indicative, Imperative, Subjunctive.

Indicative Mood.

210. The Indicative Mood is used:—

(1) To make a statement of *fact*; as,

Rama *goes* to school daily.
We *are taught* Arithmetic.
He *writes* legibly.
Napoleon *died* at St. Helena.
The child *is* alive.

(2) To ask a question; as,

Have you *found* your book?
Are you well?

In each of these sentences the Verb in italics is said to be in the **Indicative Mood.**

211. The Indicative Mood is also used in expressing a supposition which is *assumed as a fact*; as,

If [= assuming as a fact that] I *am* to be a beggar, it shall never make me a rascal.
If it *rains*, I shall stay at home. [Assuming as a fact that it will rain, etc.]
If my friend *wants* it, I shall give it to him. [Assuming as a fact that my friend wants it, etc.]
If he *is* the ring-leader, he deserves to be punished. [Assuming as a fact that he is the ring-leader, etc.]

A Verb which makes a *statement of fact* or asks a *question*, or expresses a *supposition which is assumed as a fact*, is in the Indicative Mood.

Imperative Mood.

212. The Imperative Mood is used to express—

(1) A command; as,

Wait there.
Come here.
Open your book at page 7.

(2) An exhortation; as,

Be steady.
Take care of your health.
Try to do better.

(3) An entreaty or prayer; as,

Have mercy upon us.
Give us this day our daily bread.

In each of these sentences the Verb in italics is said to be in the **Imperative Mood.**

A Verb which expresses a *command*, an *exhortation*, an *entreaty* or *prayer*, is in the Imperative Mood.

Note 1.—The Imperative Mood can strictly be used only in the Second Person, since the person commanded must be the person *spoken to*. But in the First and Third Persons a like sense is expressed by the use of the Auxiliary Verb *let*; as,

Let me go. *Let* us go. *Let* him go. *Let* them go.

Note 2.—The Subject of a Verb in the Imperative Mood (*you*, or *ye* or *thou*) is usually omitted.

Subjunctive Mood.

213. The Subjunctive Mood is used to express—

(1) A wish or desire; as,

God *save* the King! Long *live* the King!
God *be* with you.
Mine *be* a cot beside the hill.
O, that I *were* a bird.
Oh! that it *were* possible.
I wish I *were* there. I wish he *were* dead.
Would that Sita *were* here.
God *forbid* that he should! God grant he *prevail*.
I wish that he *would help* me.

(2) A purpose; as,

We eat, that we *may live*.
He works hard, that he *may succeed*.
Take care, that no mistakes *be made*.
Judge not, that ye *be* not *judged*.
Let him take heed lest he *fall*.
Take care lest temptation *surprise* you.

(3) A condition or supposition *contrary to fact*; as,

If I *were* you, I should not go.
[If I were you (but I am not), I should go.]
If wishes *were* horses, beggars would ride.
If I *were* King, you should be Queen.
Were I the Moor, I would not be Iago.
Were he here, he would go with us.
Had I *seen* him, I would have told him.

In each of these sentences the Verb in italics is said to be in the **Subjunctive Mood.**

A Verb which expresses doubt of any kind—for instance, a *condition or supposition contrary to fact*, a *wish*, a *purpose*—is in the Subjunctive Mood.

214. In form the Subjunctive differs from the Indicative in the following ways:—

(1) In the case of the verb *be* the Subjunctive has distinct forms for the Present and Past Tenses.

Present.		**Past.**	
Indicative.	*Subjunctive.*	*Indicative.*	*Subjunctive.*
I *am*	I *be*	I *was*	I *were*
Thou *art*	Thou *be*	Thou *wast*	Thou *wert*
He *is*	He *be*	He *was*	He *were*
We *are*	We *be*	We *were*	We *were*
You *are*	You *be*	You *were*	You *were*
They *are*	They *be*	They *were*	They *were*

Note.—Of these Subjunctive forms of the Verb *be*, there are only two forms of the Past Tense which are now in general use, *viz.*, the First Person Singular and Third Person Singular.

If *I were* you, I should not go.
If *he were* here, he would go with us.

(2) In other verbs, the Subjunctive has the same form as the Indicative except in the Second Person Singular and the Third Person Singular of the Present Tense.

Present.

Indicative.	*Subjunctive.*
Thou speakest.	Thou speak.
He speaks.	He speak.

CHAPTER XXVII.

TENSE.

215. Read these sentences:—

1. I *write* this letter to please you.
2. I *wrote* the letter in his very presence.
3. I *shall write* another letter to-morrow.

In sentence 1, the Verb *write* refers to **present** time.
In sentence 2, the Verb *wrote* refers to **past** time.
In sentence 3, the Verb *shall write* refers to **future** time.

Thus a Verb may refer
(1) to **present** time, (2) to **past** time, or (3) to **future** time.

216. A Verb that refers to *present* time is said to be in the **Present Tense**; as,

I *write*, I *love*.

[The word *tense* comes from the Latin *tempus*, time.]

A Verb that refers to *past* time is said to be in the **Past Tense**; as,

I *wrote*, I *loved*.

A Verb that refers to *future* time is said to be in the **Future Tense**; as,

I *shall write*, I *shall love*.

217. Thus there are three main Tenses—
The **Present**, the **Past**, and the **Future.**

The Tense of a Verb shows the *time* of an action or event.

218. Below we give the chief Tenses (Active Voice, Indicative Mood) of the Verb *to love.*

Present Tense.

	Singular Number.	*Plural Number.*
1st Person.	I love.	We love.
2nd Person.	Thou lovest.*	You love.
3rd Person.	He loves.	They love.

Past Tense.

	Singular Number.	*Plural Number.*
1st Person.	I loved.	We loved.
2nd Person.	Thou lovedst.*	You loved.
3rd Person.	He loved.	They loved.

Future Tense.

	Singular Number.	*Plural Number.*
1st Person.	I shall love.	We shall love.
2nd Person.	Thou wilt love.*	You will love.
3rd Person.	He will love.	They will love.

* These forms are now used only in poetry.

219. Read these sentences:—

1. I love. **(Present Indefinite.)**
2. I am loving. **(Present Continuous.)**
3. I have loved. **(Present Perfect.)**
4. I have been loving. **(Present Perfect Continuous.)**

The Verbs in all of these sentences refer to the *present* time, and are therefore said to be in the *present tense.*

In sentence 1, however, the Verb shows that the action is mentioned simply, without anything being said about the completeness or incompleteness of the action.

In sentence 2, the Verb shows that the action is mentioned as *incomplete* or *continuous*, that is, as still *going on.*

In sentence 3, the Verb shows that the action is mentioned as *finished, complete,* or *perfect* at the time of speaking.

The tense of the Verb in sentence 4 is said to be *Present Perfect Continuous,* because the verb shows that the action is going on continuously, and not completed at this present moment.

Thus we see that the Tense of a verb shows not only the *time* of an action or event, but also the *state* of an action referred to.

220. Just as the Present Tense has four forms, the Past Tense also has the following four forms:—

1. I loved. **(Past Indefinite.)**
2. I was loving. **(Past Continuous.)**
3. I had loved. **(Past Perfect.)**
4. I had been loving. **(Past Perfect Continuous.)**

Similarly the Future Tense has the following four forms:—

1. I shall love. **(Future Indefinite.)**
2. I shall be loving. **(Future Continuous.)**
3. I shall have loved. **(Future Perfect.)**
4. I shall have been loving. **(Future Perfect Continuous.)**

We may now define Tense as that form of a Verb which shows the *time* and the *state* of an action or event.

221. Carefully study the following table of Tenses of the Verb *to love.*

		INDEFINITE.	CONTINUOUS.	PERFECT.	PERFECT CONTINUOUS.
Present	*Active.*	I love.	I am loving.	I have loved.	I have been loving.
	Passive.	I am loved.	I am being loved.	I have been loved.	
Past	*Active.*	I loved.	I was loving.	I had loved.	I had been loving.
	Passive.	I was loved.	I was being loved.	I had been loved.	
Future	*Active.*	I shall love.	I shall be loving.	I shall have loved.	I shall have been loving.
	Passive.	I shall be loved.		I shall have been loved.	

It will be seen that there are twelve tenses in the Active Voice, and eight in the Passive.

Exercise in Grammar. 52.

Point out the Verbs in the following sentences and name their Moods and Tenses :—

1. The river flows under the bridge.
2. I shall answer the letter to-night.
3. I knew he was there, for I had seen him come.
4. It has been raining all night.
5. I hear he has passed all right.

6. I had finished when he came.
7. He takes but little pride in his work.
8. I have been living here for months.
9. Be good, sweet maid.
10. By this time to-morrow I shall have reached my home.
11. I will not go unless thou bless me.
12. He told me that he had finished the work.
13. See that all be in readiness.
14. He is waiting for you in the compound.
15. Piper, pipe that song again.
16. I am hoping to get a holiday soon.
17. Perhaps it were better to obey him.
18. Do noble deeds, nor dream them all day long.
19. I shall have plenty of time to-morrow.
20. Though this be madness, yet there is method in it.
21. The king had never before led his troops in battle.
22. If he was guilty, his punishment was too light.
23. We have heard a strange story.
24. The travellers, all of whom had seen the chameleon, could not agree about its colour.
25. Beware lest something worse happen to you.
26. The farmer is cutting the corn which has ripened.
27. Lock up your house that thieves may not enter it.
28. I tell you this that you may avoid the danger.
29. I wish my brother were here.

CHAPTER XXVIII.

THE USES OF THE TENSES.

222. The **Present Indefinite** is used—

(1) To express what is actually taking place at the present moment; as,

See, how it *rains*!

(2) To express a habitual action; as,

He *drinks* tea every morning.
[That is, he is in the habit of drinking tea, etc.]
I *get* up every day at five o'clock.
My watch *keeps* good time.

(3) To express general truths; as,

The sun *rises* in the east.
Honey *is* sweet.
Fortune *favours* the brave.
Honesty *is* the best policy.
Heat *expands*, cold *contracts*.

(4) In vivid narrative as a substitute for the Past Tense ; as,

> Sohrab now *rushes* forward and *deals* a heavy blow to Rustam.
> Immediately the Sultan *hurries* to his capital.

[This is called the **Historic Present.**]

(5) Instead of the Future Tense, when futurity is indicated by the context ; as,

> We *go* to Lahore next week.
> They *leave* for London by the next mail.
> We *sail* for America next Saturday.
> We *begin* practice to-morrow.

223. The **Present Continuous** represents an action as going on at the time of speaking ; as,

> She *is singing*. The boys *are playing* hockey.

224. The **Present Perfect** denotes an action that has just been completed ; as,

> There, I *have written* my exercise.
> He *has worked* the sum.

The Present Perfect is also used, instead of a past tense, to represent a *past* action as continuing to the *present* ; as,

> We *have lived* here ten years. [And we are still living here.]

Note the difference between—

1. We *have lived* here ten years.
2. We *lived* here ten years.

Sentence 1 shows that we are still living here.

Sentence 2 shows that we are living here no longer.

Note.—Such a sentence as "We *have written* to you yesterday about this matter" is incorrect. It should be, "We *wrote* to you yesterday about this matter."

225. The **Past Indefinite** is used—

(1) To denote a single act in the past ; as,

> Rama *scored* twenty runs.
> The steamer *sailed* yesterday.
> Babar *defeated* Rana Sanga at Kanwaha.

(2) To denote an action going on in the past ; as,

> While they *danced* (= were dancing) we *sang* (= were singing.)

(3) To denote a habitual action in the past ; as,

> He *studied* (= used to study) many hours every day.
> Scottish kings *were crowned* (= used to be crowned) at Scone.

226. The **Past Continuous** represents an action as going on at some point in past time; as,

When I saw him, he *was playing* chess.
I *was writing*, when he called upon me.

227. The **Past Perfect** (also called the **Pluperfect**) denotes an action completed at some point in past time before another action was commenced; as,

The rain *had stopped* when we came out.
I *had done* my exercise, when Hari came to see me.
I *had written* the letter before he arrived.

228. The **Future Indefinite** is used of a single act that has still to take place; as,

I *shall see* him to-morrow.

229. The **Future Continuous** represents an action as going on at some point in future time; as,

I *shall be reading* the paper, then.

230. The **Future Perfect** denotes an action that will be completed at some point in future time; as,

I *shall have written* my exercise by that time.

CHAPTER XXIX.

THE VERB: PERSON AND NUMBER.

231. The Verb, like the Personal Pronouns, has three Persons—the First, the Second, and the Third. Thus we say—

1. I *speak*. 2. Thou *speakest*. 3. He *speaks*.

This is because of the difference in *Person* of the Subjects, as all the three subjects are of the singular number.

In sentence 1, the Subject is of the First Person, therefore the Verb is also of the First Person.

In sentence 2, the Subject is of the Second Person, therefore the Verb is also of the Second Person.

In sentence 3, the Subject is of the Third Person, therefore the Verb is also of the Third Person.

We thus see that the Verb takes the same Person as its Subject; or, that *the Verb agrees with its Subject in Person.*

232. The Verb, like the Noun and the Pronoun, has two Numbers, the Singular and the Plural. Thus we say—

1. He *speaks*. 2. They *speak*.

This is because of the difference in *Number* of the Subjects (as both the Subjects are of the third person).

In sentence 1, the Subject is Singular, therefore the Verb is Singular.

In sentence 2, the Subject is Plural, therefore the Verb is Plural.

We thus see that the Verb takes the same Number as its Subject; or, that *the Verb agrees with its Subject in Number.*

233. But we have already seen that *the Verb also agrees with its Subject in Person*; hence we have the important rule—

The Verb must agree with its Subject in Number and Person; that is, the Verb must be of the same Number and Person as its Subject. Thus, if the Subject is of the Singular Number, First Person, the Verb must be of the Singular Number, First Person; as,

I *am* here. I *was* there. I *have* a bat. I *play* cricket.

If the Subject is of the Singular Number, Third Person, the Verb must be of the Singular Number, Third Person; as,

He *is* here. He *was* there. He *has* a bat. He *plays* cricket.

If the Subject is of the Plural Number, Third Person, the Verb must be of the Plural Number, Third Person; as,

They *are* here. They *were* there. They *have* bats. They *play* cricket.

Note.—In some languages the *form* of the Verb changes with the Number and Person of the Subject. In modern English verbs have lost all their inflections for number and person, except in the second and the third persons of the singular number. Thus we have—

I speak.	We speak.
Thou speakest.	You speak.
He speaks.	They speak.

The only exception is the verb *to be*. We say—

I *am*.	We *are*.
Thou *art*.	You *are*.
He *is*.	They *are*.

CHAPTER XXX.

AGREEMENT OF THE VERB WITH THE SUBJECT.

234. *The Verb agrees with the Subject in Number and Person.*

235. Two or more singular subjects connected by *and* usually take a verb in the Plural ; as,

Hari and Rama *are* here.
Fire and water *do* not agree.
Hari, Rama and Govind *go* to the same school.
Rustum and Sohrab *were* Persian heroes.
He and his friend *have* arrived.

(*a*) If two singular nouns refer to the same person or thing, the verb must be Singular ; as,

My friend and benefactor *has* come.
The orator and statesman *is* dead.
The captain and adjutant *was* present.
By the death of Gokhale a great statesman and patriot *was* lost to India.

Notice that the Article is used only once when the two nouns refer to the same person. If different persons were referred to, the Article would be used before each noun, and the verb would be Plural ; as,

The orator and the statesman *are* dead.

(*b*) If two subjects together express *one idea*, the verb may be in the Singular ; as,

Bread and milk *is* his only food.
The horse and carriage *is* at the door.
The long and the short of the matter *is* this.
Slow and steady *wins* the race.
Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.

(*c*) If the singular subjects are preceded by *each* or *every* the verb is usually Singular ; as,

Every boy and girl *was* ready.
Each day and each hour *brings* its duty.
Every man, woman and child *was* lost.
Every man and woman in the village *was* present at the festival.

236. Two or more singular subjects connected by *or, nor, either...or, neither...nor,* take a verb in the Singular; as,

> No nook or corner *was* left unexplored.
> Neither he nor I *was* there.
> Either Abdul or Amir *has* stolen the watch.
> Neither Rama nor his sister *was* there.
> Neither food nor water *was* to be found there.
> Neither praise nor blame *seems* to affect him.

(*a*) When the subjects joined by *or, nor* are of different Numbers, the verb must be Plural, and the Plural subject must be placed next the verb; as,

> Rama or his brothers *have* done this.
> Neither the Headmaster nor the Assistant Masters *were* present.
> Neither Rama nor his friends *were* hurt.
> Either the boy or his parents *have* erred.

(*b*) When the subjects joined by *or, nor* are of different Persons, the verb agrees in Person with the one nearest to it; as,

> Either he or I *am* mistaken.
> Neither you nor he *is* to blame.

But it is better to say—

> Either he *is* mistaken, or I *am*.
> He *is* not to blame, nor *are* you.

237. When subjects differing in number or person, or both, are connected by *and*, the verb must always be in the Plural; and of the First Person, if one of the subjects is of that person; of the second person, if one of the subjects is of that person, and none of the first; as,

> He and I *are* well.
> My father and I *have* lived here five years.
> You and he *are* birds of the same feather.
> You and I *have* done our duty.

[Reason for the rule.—'He and I' cannot be spoken of together except as 'we'; similarly 'My father and I'= we.]

238. A Collective noun takes a Singular verb when the collection is thought of as a whole; a Plural verb when the individuals of which it is composed are thought of; as,

The Council *has* chosen its President.
The fleet *has* set sail.
The committee *was* agreed on the main question.
In regard to details the committee *were* divided
There *is* a large number of boys in his class.
A number of boys *were* caught copying.
The mob *has* dispersed.
Parliament *has* elected its Speaker.
The majority *is* against any compromise.
A number of interesting suggestions *have* been made.
The military *were* called out.
The crew *was* large.
The crew *were* taken prisoners.

Note.—Such a sentence as the following is *incorrect*, because in the first place the plural number is used while referring to the jury, and afterwards the singular number:—

At first the jury *were* divided in opinion, but finally *it* returned a unanimous verdict.

239. Some nouns which are plural in form, but singular in meaning, take a Singular verb; as,

The news *is* true.
Mathematics *is* a branch of study in every school.
The wages of sin *is* death.
Politics *was* with him the business of his life.

240. Some nouns which are singular in form, but plural in meaning, take a Plural verb; as,

According to the present market rate twelve dozen *cost* rupees one hundred.

241. When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural noun instead of with the real subject. We should guard against this error and say—

Each of the sisters *is* clever.
Each of the boys *was* given a prize.
Neither of the men *was* very tall.
Each of these substances *is* found in India.
Each one of our houses *is* to let.
A variety of pleasing objects *charms* the eye.
The quality of the mangoes *was* not good.
If it were possible to get near when one of the volcanic eruptions *takes* place, we should see a grand sight.

242. Words joined to a singular subject by 'with', 'together with', 'in addition to', or 'as well as', etc. are parenthetical, and therefore do not affect the number of the verb; as,

The Chief, with all his men, *was* massacred.
The Governor, with his aide-de-camp, *has* arrived.
Justice, as well as mercy, *allows* it.
John, as well as James, *deserves* praise.
Rama, as well as Hari and Govind, *likes* hot curry.
Rama, and not you, *has* won the prize.

243. The Verb *to be* takes the same case after it as before it; as,

He said unto them: It is *I*; be not afraid.—*The Bible.*
It was *he* who swindled that widow.
I knew that boy to be *him*.

244. When the Subject of the verb is a relative pronoun care should be taken to see that the verb agrees in number and person with the antecedent of the relative; as,

I, who *am* your friend, will guard your interests.
You, who *are* my friend, should not worry me.
He, who *is* my friend, should stand by me.
She is one of the best mothers that *have* ever lived.

Exercise in Composition. 53.

In each of the following sentences supply a Verb in agreement with its Subject:—

1. Two and two —— four.
2. There —— many objections to such a plan.
3. Death or disgrace —— before him.
4. Neither his father nor his mother —— alive.
5. The difficulty of obtaining pure milk and *ghee* —— great.
6. Iron as well as gold —— found in India.
7. The meeting —— chosen a president.
8. Bread and butter —— wholesome food.
9. The public —— requested not to walk on the grass.
10. The notorious dacoit with his followers —— escaped.
11. Forty yards —— a good distance.
12. The great poet and novelist —— dead.
13. Not one of you —— done his work properly.
14. Each of the boys —— rewarded.
15. The accountant and the cashier —— absconded.
16. The Chief with his followers —— present there.
17. No news —— good news.
18. Extravagance as well as parsimony —— to be avoided.

19. A good man and useful citizen —— passed away.
20. Man's happiness or misery —— in a great measure in his own hands.
21. "Tom Brown's School Days" —— highly interesting.
22. Kindness as well as justice —— to be our guide.
23. Fifty rupees —— too much for this article.
24. "The Arabian Nights" —— delighted many generations.
25. "Gulliver's Travels" —— written by Swift.
26. The strain of all the difficulties and vexations and anxieties —— more than he could bear.
27. One or the other of those fellows —— stolen the watch.
28. Each of the suspected men —— arrested.
29. The formation of paragraphs —— very important.
30. Not one of these five boys —— present then.
31. Neither of the girls —— quite at her ease.
32. He is one of the authors who —— destined to be immortal.
33. That night everyone of the boat's crew —— down with fever.
34. The cow as well as the horse —— grass.
35. The jury —— divided in their opinions.
36. Five rupees —— an excessive price for this pen-knife.
37. Two-thirds of the city —— in ruins.
38. The long and the short of the matter —— this.
39. Rama, as well as his brother, —— come.
40. Neither pleasure nor profit —— to be derived from such a book.
41. Which one of these umbrellas —— yours?
42. The cost of all these articles —— risen.
43. One of the arguments he offered [seem, seems] especially convincing.
44. The administration of so many various interests and of districts so remote [demand, demands] no common capacity and vigour.
45. The horse and trap —— been waiting a long time.
46. Three tons of tin [cost, costs] six hundred pounds.
47. Every leaf and every flower —— stripped off the tree.
48. To take pay and then not to do work —— dishonest.
49. Milton was one of the greatest poets that —— ever lived.
50. Neither of them —— remarkable for precision.

CHAPTER XXXI.

THE INFINITIVE.

245. Read the sentences:—

1. They always *find* fault with me.
2. They always try to *find* fault with me.

In sentence 1, the verb *find* has *they* for its subject; hence the verb *find* is *limited* by person and number. We therefore call it a **Finite Verb.**

[It will be noticed that all verbs in the Indicative, Subjunctive, and Imperative Moods are Finite, because they are limited by the person and number of their subject.]

In sentence 2, *to find* merely *names* the action denoted by the verb *find*, and is used without mentioning any subject. It is therefore *not limited* by person and number as a verb that has a subject, and is therefore called the Verb Infinite, or simply the **Infinitive.**

246. Read the following sentences:—

1. *To err* is human.
2. Birds love *to sing*.
3. *To respect* our parents is our duty.
4. He refused *to obey* the orders.
5. Many men desire *to make* money quickly.

In sentence 1, the Infinitive, like a noun, is the Subject of the verb *is*.

In sentence 2, the Infinitive, like a noun, is the Object of the verb *love*.

In sentence 3, the Infinitive, like a noun, is the Subject of the verb *is*, but, like a verb, it also takes an Object.

In sentence 4, the Infinitive, like a noun, is the Object of the verb *refused*, but, like a verb, it also takes an Object.

In sentence 5, the Infinitive, like a noun, is the Object of the verb *desire*, but, like a verb, it also takes an Object and is modified by an Adverb.

It will be seen that the Infinitive is a kind of noun with certain features of the verb, especially that of taking an object (when the verb is Transitive) and adverbial qualifiers. In short, the Infinitive is a Verb-Noun.

247. The word *to* is frequently used with the Infinitive, but is not an essential part or sign of it.

Thus, after certain verbs (*bid, let, make, need, dare**, *see, hear*), we use the Infinitive without *to*; as,

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* Except when it means *to challenge*.

> *Bid* him *go* there.
> I *bade* him *go*.
> *Let* him *sit* there.
> I will not *let* you *go*.
> *Make* him *stand*.
> I *made* him *run*.
> We *need* not *go* to-day.
> You *need* not *wait*.
> You *dare* not *do* it.
> I *saw* him *do* it.
> I *hear* thee *speak* of a better land.
> I *heard* him *cry*.

248. The Infinitive without *to* is also used after the Verbs *shall, will; do, did; should, would; may, might*; and the verbs *must* and *can, could*.

> You shall do it = You will be compelled *to do* it.
> I will play = I am determined *to play*.
> He may go = { He is permitted *to go*. / He is at liberty *to go*. }
> You must go = You are commanded *to go*.
> I can swim = I am able *to swim*.

The Infinitive without *to* is also used after *had better, had rather, would rather, sooner than, rather than*; as,

> You had better *ask* permission.
> I had rather *play* than *work*.
> I would rather *die* than *suffer* so.

Also in certain elliptical expressions; as,

> They did nothing but *dance* and *sing*.

Uses of the Infinitive.

249. The Infinitive, with or without adjuncts, may be used, like a Noun—

(1) As the Subject of a Verb; as,

> *To find* fault is easy.
> *To err* is human.
> *To reign* is worth ambition.

(2) As the Object of a Transitive Verb; as,

> I do not mean *to read*.
> He likes *to play* cards.

(3) As the Complement of a Verb; as,

> Her greatest pleasure is *to sing*.
> His custom is *to ride* daily.

(4) As the Object of a Preposition; as,

He had no choice but (=except) *to obey*.

The speaker is about *to begin*.

(5) As an Objective Complement; as,

I saw him *go*.

When the Infinitive is thus used, like a Noun, it is called the **Simple Infinitive.**

250. The Infinitive is also used—

(1) To qualify a Verb, usually to express *purpose*; as,

He called *to see* my brother (=for the purpose of seeing my brother).

We eat *to live*. (*Purpose*.)

I come *to bury* Cæsar. (*Purpose*.)

He wept *to see* the desolation caused by the flood. (*Cause*.)

(2) To qualify an Adjective; as,

Figs are good *to eat*.

This medicine is pleasant *to take*.

The boys are anxious *to learn*.

He is too ill *to do* any work.

(3) To qualify a Noun; as,

This is not the time *to play*.

You will have cause *to repent*.

He is a man *to be admired*.

Here is a house *to let*. This house is *to let*.

(4) To qualify a Sentence; as,

To tell the truth, I quite forgot my promise.

He was petrified, so *to speak*.

When the Infinitive is thus used it is called the **Gerundial** or **Qualifying Infinitive.**

It will be seen that in 1 and 2 the Gerundial Infinitive does the work of an Adverb; in 3 it does the work of an Adjective; in 4 it is used absolutely.

251. The Infinitive may be active or passive. When active it may have a present and a perfect form, and may merely name the act, or it may represent progressive or continued action.

Active.

Present: to love. *Perfect:* to have loved.

Present Continuous: to be loving.

Perfect Continuous: to have been loving.

When passive the Infinitive has a present and a perfect form.

Passive.

Present: to be loved.
Perfect: to have been loved.

Exercise in Grammar. 54.

State how the Infinitive is used in the following sentences:—

1. There was nothing for it but to fight.
2. Let us pray.
3. The mango is fit to eat.
4. I heard her sing.
5. I am come to see you.
6. The order to advance was given.
7. Men must work and women must weep.
8. I am sorry to hear this.
9. He is slow to forgive.
10. A man severe he was and stern to view.
11. And fools who came to scoff remained to pray.
12. Thus to relieve the wretched was his pride.
13. Full many a flower is born to blush unseen.
14. Music hath charms to soothe the savage breast.
15. Never seek to tell thy love.
16. To retreat was difficult; to advance was impossible.
17. Everybody wishes to enjoy life.
18. My desire is to see you again.
19. There was not a moment to be lost.
20. The counsel rose to address the court.
21. My right there is none to dispute.
22. The ability to laugh is peculiar to mankind.
23. He has the power to concentrate his thoughts.
24. He was quick to see the point.
25. I am not afraid to speak the truth.
26. Better dwell in the midst of alarms
    Than reign in this horrible place.
27. Can you hope to count the stars?
28. To toil is the lot of mankind.
29. It is delightful to hear the sound of the sea.
30. It is a penal offence to bribe a public servant.

Errors in the Use of Infinitives.

252. The Split Infinitive.—Good writers always avoid what is called the error of 'the Split Infinitive'; that is, they do not separate an Infinitive from its sign (*to*) by the intrusion of some modifying word, usually an adverb.

We should therefore say—

> I hope to master the subject thoroughly in a fortnight (*not*, to thoroughly master, etc.).
> I went there in order to inspect it personally (*not*, to personally inspect it).
> He was able to make his escape easily (*not*, to easily make his escape).
> Various means were sought by his Majesty to kill Gulliver secretly (*not*, to secretly kill Gulliver).
> Some attempt should be made at least to revise it (*not*, to at least revise it).

Note.—"Its occasional use [namely, that of the construction known as the Split Infinitive] is of advantage in cases where it is desired to avoid ambiguity by indicating in this manner the close connection of the adverb with the infinitive, and thus preventing its being taken in conjunction with some other word." —Onions.

253. Do not use the Perfect Infinitive unless it refers to a time prior to that expressed by the Finite Verb; as,

> I intended to be present (*not*, to have been present).
> We expected to sail (*not*, to have sailed) sooner.
> I intended to call on you last Monday (*not*, to have called, etc.).
> I should have liked to go (*not*, to have gone).

But the following sentences, each conveying a different meaning, are all correct:—

> He appears to be ill.
> He appears to have been ill.
> He appeared to be ill.
> He appeared to have been ill.

254. We should say—

> I will try to come (*not*, try and come).

Exercise in Composition. 55.

Combine together the following pairs of sentences by using Infinitives:—

[*Example.*—Napoleon was one of the greatest of generals. He is universally acknowledged so = Napoleon is universally acknowledged to be one of the greatest of generals.

Note.—It will be noticed that we have turned one of the sentences into a phrase containing an infinitive.]

1. He had not even one anna with him. He could not buy a loaf of bread.
2. Every cricket team has a captain. He directs the other players.
3. You must part with your purse. On this condition only you can save your life.
4. His father went to Ajmer yesterday. His object was to visit the shrine of the saint Khwaja Pir.
5. The Pathan took out a knife. He intended to frighten the old Marwari.
6. I speak the truth. I am not afraid of it.
7. The insolvent's property was sold by the Official Assignee. The insolvent's creditors had to be paid.
8. He wants to earn his livelihood. He works hard for that reason.
9. The strikers held a meeting. They wished to discuss the terms of the employers.
10. He has five children. He must provide for them.
11. The old man has now little energy left. He cannot take his morning constitutional.
12. The Rajah allowed no cows to be slaughtered in his territory. It was his custom.
13. He formed a resolution. It was to the effect that he would not speculate any more.
14. Everyone should do his duty. England expects this of every man.
15. She visits the poor. She is anxious to relieve them of their sufferings.
16. He collects old stamps even at great expense. This is his hobby.
17. He must apologise for his misconduct. It is the only way to escape punishment. [frankly.
18. I have no aptitude for business. I must speak it out
19. He was desirous of impressing his host. So he was on his best behaviour in his presence.
20. That young man has squandered away all his patrimony. He must have been very foolish.
21. He has risen to eminence from poverty and obscurity. It is highly creditable.

CHAPTER XXXII.

THE PARTICIPLE.

255. Read this sentence:—

Hearing the noise, the boy woke up.

The word *hearing* qualifies the noun *boy* as an Adjective does.

It is formed from the Verb *hear*, and governs an object.

The word *hearing* therefore partakes of the nature of both a Verb and an Adjective, and is called a **Participle.** It may be called a Verbal Adjective.

Def.—A Participle is that form of the Verb which partakes of the nature both of a Verb and of an Adjective.

[Or] A Participle is a word which is partly a Verb and partly an Adjective.

[Note.—The phrase 'Hearing the noise', which is introduced by a Participle, is called a **Participial Phrase.** According to its *use* here, it is an Adjective Phrase.]

256. Study the following examples of Participles:—

1. We met a girl *carrying* a basket of flowers.
2. Loudly *knocking* at the gate, he demanded admission.
3. The child, *thinking* all was safe, attempted to cross the road.
4. He rushed into the field, and foremost *fighting* fell.

The above are all examples of what is usually called the **Present Participle** which ends in *-ing*, and represents an action as *going on* or *incomplete* or *imperfect.*

If the Verb from which it comes is Transitive, it takes an object, as in sentence 1.

Notice also that in sentence 2, the Participle is modified by an adverb.

[Notice that the Present Participle denotes not time but unfinished action. Thus—

I see a girl carrying a basket of flowers.
= I *see* a girl who *is* carrying a basket of flowers.
I saw a girl carrying a basket of flowers.
= I *saw* a girl who *was* carrying a basket of flowers.

It will be seen that time is determined by the Finite Verb, and not by the Participle.]

257. Besides the Present Participle, we can form from each verb another Participle, called its **Past Participle,** which represents a *completed* action or state of the thing spoken of.

The following are examples of Past Participles:—

Blinded by a dust storm, they fell into disorder.
Deceived by his friends, he lost all hope.
Time *misspent* is time lost.
Driven by hunger, he stole a piece of bread.
We saw a few trees *laden* with fruit.

It will be noticed that the Past Participle usually ends in *-ed*, *-d*, *-t*, *-en* or *-n*.

Besides these two simple participles, the Present and the Past, we have what is called a Perfect Participle that represents an action as completed at some past time; as,

Having rested, we continued our journey.

258. In the following examples the Participles are used as simple qualifying adjectives in front of a noun; thus used they are called **Participial Adjectives**:—

A *rolling* stone gathers no moss.
We had a drink of the *sparkling* water.
His *tattered* coat needs mending.
The *creaking* door awakened the dog.
A *lying* witness ought to be punished.
He played a *losing* game.
A *burnt* child dreads the fire.
His *finished* manners produced a very favourable impression.
He wears a *worried* look.
Education is the most *pressing* need of our country.
He was reputed to be the most *learned* man of his time.

From the last two examples it will be noticed that a Participle admits of degrees of comparison.

259. Used adjectivally the Past Participle is Passive in meaning, while the Present Participle is Active in meaning; as,

a *spent* swimmer = a swimmer who is tired out;
a *burnt* child = a child who is burnt;
a *painted* doll = a doll which is painted;
a *rolling* stone = a stone which rolls.

260. Let us now recapitulate what we have already learnt about the Participle.

(1) A Participle is a Verbal Adjective.

(2) Like a Verb it may govern a noun; as,

Hearing the *noise*, the boy woke up. [The noun *noise* is governed by the participle *Hearing*.]

(3) Like a Verb it may be modified by an adverb ; as,

Loudly knocking at the gate, he demanded admission.

[Here the participle *knocking* is modified by the adverb *Loudly*.]

(4) Like an Adjective it may qualify a noun or pronoun ; as,

Having rested, the *men* continued their journey.

(5) Like an Adjective it may be compared ; as,

Education is the *most pressing* need of our time.

[Here the participle *pressing* is compared by prefixing *most*.]

261. Below are shown the forms of the different Participles:—

Active.	**Passive.**
Present: loving.	*Present:* being loved.
Perfect: having loved.	*Perfect:* having been loved.
	Past: loved.

Uses of the Participle.

262. It will be noticed that the Continuous Tenses (Active Voice) are formed from the Present Participle with tenses of the verb *be* ; as,

I am loving. I was loving. I shall be loving.

The Perfect Tenses (Active Voice) are formed from the Past Participle with tenses of the verb *have* ; as,

I have loved. I had loved. I shall have loved.

The Passive Voice is formed from the Past Participle with tenses of the verb *be* ; as,

I am loved. I was loved. I shall be loved.

263. We have seen that Participles qualify nouns or pronouns. They may be used—

(1) Attributively ; as,

A *rolling* stone gathers no moss.
His *tattered* coat needs mending.
A *lost* opportunity never returns.

(2) Predicatively ; as,

The man seems *worried*. (Modifying the Subject.)
He kept me *waiting*. (Modifying the Object.)

(3) Absolutely with a noun or pronoun going before ; as,

The weather *being fine*, I went out.
Mary *having arrived*, we were freed from anxiety.

Weather *permitting*, there will be a garden party at Government House to-morrow.
God *willing*, we shall have another good monsoon.
The sea *being smooth*, we went for a sail.
The wind *having failed*, the crew set to work with a will.
His master *being absent*, the business was neglected.
The wind *being favourable*, they embarked.

It will be seen that in each of the above sentences the Participle with the noun or pronoun going before it, forms a phrase independent of the rest of the sentence. Such a phrase is called an **Absolute Phrase**; and a noun or pronoun so used with a participle is called a **Nominative Absolute.**

264. An Absolute Phrase can be easily changed into a subordinate clause ; as,

Spring advancing, the swallows appear. [When spring advances.—Clause of Time.]
The sea being smooth, we went for a sail. [Because the sea was smooth.—Clause of Reason.]
God willing, we shall meet again. [If God is willing. —Clause of Condition.]

Errors in the Use of Participles.

265. Since the Participle is a verb-adjective it must be attached to some noun or pronoun ; in other words, it must always have a proper 'subject of reference'.

The following sentences are *incorrect* because in each case the Participle is left without proper agreement:—

1. *Being* a very hot day, I remained in my tent.
2. *Sitting* on the gate, a scorpion stung him.
   [Note.—As it is, the sentence reads as if the scorpion was sitting on the gate.]
3. *Entering* the room, the light was quite dazzling.

We should therefore recast these sentences as shown below:—

1. *It* being a very hot day, I remained in my tent.
2. Sitting on the gate, *he* was stung by a scorpion.
   [Or] While he was sitting on the gate, a scorpion stung him.
3. Entering the room, *I* found the light quite dazzling.
   [Or] When I entered the room, the light was quite dazzling.

266. Usage however permits in certain cases such constructions as the following where the Participle is left without a proper 'subject of reference'. [The Participle in such cases is called an **Impersonal Absolute.**]

> *Taking* everything into consideration, the Magistrate was perfectly justified in issuing those orders.
> *Considering* his abilities, he should have done better.
> Roughly *speaking*, the distance from here to the nearest railway-station is two miles.

It will be noticed that in the above instances the unexpressed subject is indefinite.

> Thus, 'Roughly speaking' = If one speaks roughly.

267. Sometimes, as in the following examples, the Participle is understood:—

> Sword (being) in hand, he rushed on the jailor.
> Breakfast (having been) over, we went out for a walk.

Exercise in Grammar. 56.

Pick out the Participle in each of the following sentences. Tell whether it is a Present or a Past Participle, and also how it is used :—

1. Generally speaking, we receive what we deserve.
2. Having gained truth, keep truth.
3. I saw the storm approaching.
4. Hearing a noise, I turned round.
5. Considering the facts, he received scant justice.
6. The enemy, beaten at every point, fled from the field.
7. Being dissatisfied, he resigned his position.
8. The rain came pouring down in torrents.
9. Having elected him President, the people gave him their loyal support.
10. The traveller, being weary, sat by the woodside to rest.

Exercise in Grammar. 57.

Pick out the Participle in each of the following sentences. Tell whether it is a Present or a Past Participle, and also how it is used :—

1. The fat of the body is fuel laid away for use.
2. Being occupied with important matters, he had no leisure to see us.
3. The children coming home from school look in at the open door.
4. Michael, bereft of his son Luke, died of a broken heart.

5. Books read in childhood seem like old friends.
6. Lessons learned easily are soon forgotten.
7. A word fitly spoken is like apples of gold in pictures (baskets) of silver.
8. Seeing the sunshine, I threw open the window.
9. Seizing him by the arm, his friend led him away.
10. Encouraged by his wife he persevered.
11. Overcome by remorse, he determined to atone for his crime by liberality to the church.

Exercise in Composition. 58.

Combine the following pairs of sentences by making use of a Participle :—

[*Examples.*—The magician took pity on the mouse. He turned it into a cat.
= *Taking* pity on the mouse, the magician turned it into a cat.
The train was ready to leave the station. The people had taken their seats.
= The people *having taken* their seats, the train was ready to leave the station.]

1. The porter opened the gate. We entered.
2. We started early. We arrived at noon.
3. We met a man. He was carrying a load of wood.
4. The stable door was open. The horse was stolen.
5. He seized his stick. He rushed to the door.
6. The hunter took up his gun. He went out to shoot the lion.
7. A crow stole a piece of cheese. She flew to her nest to enjoy the tasty meal.
8. The wolf wished to pick a quarrel with the lamb. He said, "How dare you make the water muddy?"
9. A passenger alighted from the train. He fell over a bag on the platform.
10. Nanak met his brother in the street. He asked him where he was going.
11. My sister was charmed with the silk. She bought ten yards.
12. The steamer was delayed by a storm. She came into port a day late.
13. He had resolved on a certain course. He acted with vigour.
14. He staggered back. He sank to the ground.
15. The letter was badly written. I had great difficulty in making out its contents.
16. They had no fodder. They could give the cow nothing to eat.
17. A hungry fox saw some bunches of grapes. They were hanging from a vine.

18. Cinderella hurried away with much haste. She dropped one of her little glass slippers.

268. Participles sometimes contain an implied meaning, which can be more fully expressed by changing the participial phrase into a clause of:—(*a*) time, (*b*) cause, (*c*) concession, or (*d*) condition. [See § 264.]

(*a*) Having done his lesson (= *after* he had done his lesson), he went out to play cricket.

Walking along the street one day (= *while* I was walking along the street one day), I saw a dead cobra.

(*b*) Being overpowered (= *because* he was overpowered), he surrendered.

Running at top speed (= *because* he ran at top speed), he got out of breath.

(*c*) Possessing all the advantages of education and wealth (= *although* he possessed all the advantages of education and wealth), he never made a name.

(*d*) Following my advice (= *if* you follow my advice), you will gain your object.

Seven were killed, including the guard (= *if* the guard is included).

Exercise in Composition. 59.

Rewrite each of the following sentences, by changing the Participle into a Finite Verb:—

[*Examples.*—Quitting the forest we advanced into the open plain. = We quitted the forest and advanced into the open plain.

Driven out of his country, he sought asylum in a foreign land. = As he was driven out of his country, he sought asylum in a foreign land.]

1. It being a very hot day, I remained in my tent.
2. A gipsy, wandering across the heath, found the child.
3. I once saw a man walking on a rope.
4. Walking on the roof, he slipped and fell.
5. Having no guide with us, we lost our way.
6. The stable door being open, the horse was stolen.
7. Being paralytic, he could not walk.
8. Hearing the noise, I woke up.
9. Cæsar being murdered, the dictatorship came to an end.
10. Having worked all day I was fatigued.
11. We met an old *Sadhu* walking to Benares.
12. Having come of age, his son entered into partnership with him.

13. Having failed in the first attempt, he made no further attempts.
14. Walking up to the front door, I rang the bell.
15. Winter coming on, the grasshopper had no food.
16. Enchanted with the whole scene, I lingered on my voyage.
17. The enemy disputed their ground inch by inch, fighting with the fury of despair.
18. Mounting his horse, the bandit rode off.
19. The policeman, running with all his speed, was scarcely able to overtake the thief.
20. Not knowing my way, I asked a policeman.

CHAPTER XXXIII.

THE GERUND.

269. Read this sentence:—

Reading is his favourite pastime.

The word *reading* is formed from the Verb *read*, by adding *-ing*.

We also see that it is here used as the Subject of a verb, and hence does the work of a Noun. It is therefore a Verb-Noun, and is called a **Gerund.**

Further examples of Gerund:—

1. *Hunting* tigers is a favourite sport in this country.
2. I like *reading* poetry.
3. He is fond of *hoarding* money.

In sentence 1, the Gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 2, the Gerund, like a noun, is the object of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb.

In sentence 3, the Gerund, like a noun, is governed by a preposition, but, like a verb, it also takes an object.

It will be noticed that the Infinitive and the Gerund are alike in being used as Nouns, while still retaining the power that a Verb has of governing another noun or pronoun in the objective case.

Def.—A Gerund is that form of the verb which ends in *-ing*, and has the force of a Noun and a Verb.

270. As both the Gerund and the Infinitive have the force of a Noun and a Verb, they have the same uses. Thus, in many sentences either of them may be used without any special difference in meaning ; as,

Teach me *to swim*. *To see* is *to believe*.
Teach me *swimming*. *Seeing* is *believing*.
To give is better than *to receive*.
Giving is better than *receiving*.

271. The following sentences contain examples of Compound Gerund forms:—

I heard of his *having gained* a prize.
We were fatigued on account of *having walked* so far.
They were charged with *having sheltered* anarchists.
He is desirous of *being praised*.

It will be noticed that Compound Gerund forms are formed by placing a Past Participle after the Gerunds of *have* and *be*.

272. The Gerund of a Transitive verb has the following forms:—

Active.	**Passive.**
Present: loving.	*Present:* being loved.
Perfect: having loved.	*Perfect:* having been loved.

273. As both the Gerund and the Present Participle end in *-ing*, they must be carefully distinguished.

The Gerund has the force of a Noun and a Verb; it is a Verbal *Noun*.

The Present Participle has the force of an Adjective and a Verb; it is a Verbal *Adjective*.

Examples of Gerund—

He is fond of *playing* cricket.
The old man was tired of *walking*.
We were prevented from *seeing* the prisoner.
Seeing is *believing*.

Examples of Participle—

Playing cricket, he gained health.
Walking along the road, he noticed a dead cobra.
Seeing, he believed.

274. Read this sentence:—

The indiscriminate *reading of* novels is injurious.

Here *reading* is used like an ordinary Noun.

Notice that *the* is used before and *of* after it.

Further examples of Gerunds used like ordinary Nouns.

The *making* of the plan is in hand.
The time of the *singing* of the birds has come.
Adam consented to the *eating* of the fruit.

The middle station of life seems to be the most advantageously situated for the *gaining* of wisdom.

275. In such Compound Nouns as—

walking-stick, frying-pan, hunting-whip,
fencing-stick, writing-table,

walking, frying, hunting, fencing, writing are Gerunds.

They mean 'a stick for walking,' 'a pan for frying,' 'a whip for hunting,' 'a stick for fencing,' and 'a table for writing.'

276. In such compounds as—

a-hunting, a-begging, a-building,

hunting, begging, building, are Gerunds, and the prefix '*a*' is a preposition meaning *in* or *on*:—

They are going *a-hunting.*
The blind man went *a-begging.*
The house was *a-building* at the time.

277. Of the following two sentences the first one is correct:—

1. I hope you will excuse *my* leaving early. (Correct.)
2. I hope you will excuse *me* leaving early. (Incorrect.)

The word *leaving* is a Gerund (*i. e.*, a noun), therefore it must be preceded by the possessive form.

Remember, therefore, to use the possessive case of nouns and pronouns before Gerunds; as,

We rejoiced at *his* (not *him*) being promoted.
We heard of *their* (not *them*) having discovered another stream.
I have no faith in *his* keeping his promise.
I insist on *your* being present.
We left without any *one's* knowing.
All depends on *Karim's* passing the examination.
The accident was due to the *engine-driver's* disregarding the signals.

It may be pointed out, however, that this rule is not always strictly observed.

Uses of the Gerund.

278. A Gerund being a verb-*noun* may be used as—

(1) Subject of a verb; as,

Seeing is believing.
Hunting tigers is a favourite sport in this country.

(2) Object of a transitive verb; as,

Stop *playing.*
Children love *making* mud castles.

I like *reading* poetry.
He contemplated *marrying* his cousin.

(3) Object of a preposition ; as,
I am tired of *waiting*.
He is fond of *swimming*.
He was punished for *telling* a lie.
We were prevented from *seeing* the prisoner.
I have an aversion to *fishing*.

(4) Complement of a verb ; as,
Seeing is *believing*.
What I most detest is *smoking*.

(5) Absolutely ; as,
Playing cards being his aversion, we did not play bridge.

Exercise in Grammar. 60.

Point out the Participles and Gerunds in the following sentences. In the case of the Participle, name the noun or pronoun which it qualifies. In the case of the Gerund, state whether it is subject, object, complement, or used after a preposition.

1. He was found fighting desperately for his life.
2. He has ruined his sight by reading small print.
3. Hearing the noise, he ran to the window.
4. We saw a clown standing on his head.
5. Asking questions is easier than answering them.
6. Waving their hats and handkerchiefs, the people cheered the king.
7. Walking on the grass is forbidden.
8. Jumping over the fence, the thief escaped.
9. The miser spends his time in hoarding money.
10. Much depends on Rama's returning before noon.
11. Amassing wealth oft ruins health.
12. I was surprised at Hari's being absent.
13. We spent the afternoon in playing cards.
14. The miser hated spending money.
15. Captain Hardy congratulated him on his having gained a complete victory.
16. Praising all alike is praising none.
17. Are you afraid of his hearing you?
18. I determined to increase my salary by managing a little farm.
19. Success is not merely winning applause.
20. The year was spent in visiting our rich neighbours.
21. Singing to herself was her chief delight.
22. He preferred playing football to studying his lessons.
23. I thank thee, Jew, for teaching me that word.
24. I cannot go on doing nothing.

CHAPTER XXXIV.

STRONG AND WEAK VERBS.

279. The **principal parts** of a verb in English are—

The Present Tense, the Past Tense, and the Past Participle.

They are so called because from them we can form all the other parts of the verb.

280. Observe how the past tenses of the following verbs are formed:—

Present Tense.	*Past Tense.*
(I) walk	(I) walk*ed*
(I) laugh	(I) laugh*ed*
(I) want	(I) want*ed*
(I) believe	(I) believe*d*
(I) spend	(I) spen*t*

We notice that these Verbs form their Past Tense by *adding -ed, or -d, or -t to the Present.* Such Verbs are called **Weak Verbs.**

281. Observe how the past tenses of the following verbs are formed:—

Present Tense.	*Past Tense.*
(I) come	(I) came
(I) see	(I) saw
(I) write	(I) wrote
(I) begin	(I) began
(I) speak	(I) spoke
(I) know	(I) knew

We notice that these Verbs form their Past Tense *by merely changing the inside vowel of the Present Tense, without having -ed, or -d, or -t, added to the Present.* Such Verbs are called **Strong Verbs,** because they are able to make their Past Tense *without having anything added.*

282. Observe how the past tenses of the following verbs are formed:—

Present Tense.	*Past Tense.*
(I) sell	(I) sold
(I) bring	(I) brought
(I) buy	(I) bought
(I) catch	(I) caught
(I) seek	(I) sought
(I) teach	(I) taught

These verbs require the addition of -d or -t to form the Past Tense. They are therefore *Weak* Verbs, although they change the inside vowel in the Present Tense like Strong Verbs.

283. Hence verbs may be divided into two classes, or *conjugations,*—Weak Verbs and Strong Verbs—according to the manner in which they form the Past Tense from the Present.

If a Verb requires *-ed, -d,* or *-t* to be added to the Present Tense to form the Past, with or without any change of the inside vowel, it is a Weak Verb.

If a Verb does not require the addition of *-ed, -d,* or *-t* it is a Strong Verb.

Weak verbs are much more numerous than Strong verbs, and all new verbs belong to this class.

Def.—Verbs that form their Past Tense by adding *-ed, -d,* or *-t* to the Present, with or without any inside vowel-change, are called Weak Verbs.

Def.—Verbs that form their Past Tense by merely changing the vowel in the body of the Present, without adding an ending, are called Strong Verbs.

How to tell a Weak Verb from a Strong.

284. In general, the distinguishing mark of a Weak Verb is the presence in the Past Tense of a final *d* or *t* that is not found in the Present Tense.

Believe, believe*d*; burn, burn*t*; flee, fle*d*;
sell, sol*d*; think, though*t*; catch, caugh*t*.

285. Verbs ending in *d*, which change this final *d* to *t* in the Past tense, are Weak Verbs; as,

Bend, ben*t*; build, buil*t*; lend, len*t*; send, sen*t*;
spend, spen*t*.

286. Verbs ending in *d* or *t*, which simply shorten the vowel sound in the past, are Weak Verbs; as,

Bleed, bled; breed, bred; feed, fed; lead, led;
meet, met; speed, sped; shoot, shot.

287. Verbs ending in *d* or *t*, which have the *same form* for the Present and Past Tenses, are Weak Verbs; as,

Cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, split, spread, thrust.

288. The following list of Strong Verbs should prove useful for reference:—

Present Tense.	*Past Tense.*	*Past Participle.*	*Present Tense.*	*Past Tense.*	*Past Participle.*
Abide	abode	abode	Fight	fought	fought
Arise	arose	arisen	Find	found	found
Bear (bring forth)	bore	born	Fling	flung	flung
Bear (carry)	bore	borne	Fly	flew	flown
Beat	beat	beaten	Forbear	forbore	forborne
Become	became	become	Forbid	forbade	forbidden
Beget	begot	begotten	Forget	forgot	forgotten
Begin	began	begun	Forsake	forsook	forsaken
Behold	beheld	beheld, beholden†	Freeze	froze	frozen
Bid	bade, bid‡	bidden, bid‡	Get	got	got, gotten*
Bind	bound	bound, bounden*	Give	gave	given
Bite	bit	bitten, bit	Go	went	gone
Blow	blew	blown	Grind	ground	ground
Break	broke	broken	Grow	grew	grown
Chide	chid	chidden, chid	Hide	hid	hid, hidden*
Choose	chose	chosen	Hold	held	held
Cleave (split)	clove, cleft	cloven*, cleft	Know	knew	known
Cling	clung	clung	Lie (recline)	lay	lain
Come	came	come	Ride	rode	ridden
Dig	dug	dug	Ring	rang	rung
Do	did	done	Rise	rose	risen
Draw	drew	drawn	Run	ran	run
Drink	drank	drunk, drunken*	See	saw	seen
Drive	drove	driven	Shake	shook	shaken
Eat	ate	eaten	Shine	shone	shone
Fall	fell	fallen	Shoot	shot	shot
			Shrink	shrank	shrunk, shrunken*
			Sing	sang	sung
			Sink	sank	sunk, sunken*
			Sit	sat	sat

† Beholden is only used in archaic language and in the sense of *obliged*; as,

I am much *beholden* to you.

‡ The past tense and past participle *bid* are used when the word means 'to offer a price' (*e.g.*, at an auction).

Present Tense.	*Past Tense.*	*Past Participle.*	*Present Tense.*	*Past Tense.*	*Past Participle.*
Slay	slew	slain	String	strung	strung
Slide	slid	slid	Strive	strove	striven
Sling	slung	slung	Swear	swore	sworn
Slink	slunk	slunk	Swim	swam	swum
Smite	smote	smitten	Swing	swung	swung
Speak	spoke	spoken	Take	took	taken
Spin	spun	spun	Tear	tore	torn
Spring	sprang	sprung	Throw	threw	thrown
Stand	stood	stood	Tread	trod	trodden, trod
Steal	stole	stolen			
Stick	stuck	stuck	Wear	wore	worn
Sting	stung	stung	Weave	wove	woven
Stink	stank	stunk	Win	won	won
Stride	strode	stridden	Wind	wound	wound
Strike	struck	struck, stricken*	Wring	wrung	wrung
			Write	wrote	written

* The forms *bounden, cloven, drunken, gotten, hidden, shrunken, sunken,* etc. are now used only as Adjectives, and not as Past Participles. Thus we say—

It is our *bounden* duty to obey our parents.
He *has bound* himself to him for a period of three years.
Marlowe was killed in a *drunken* brawl.
He *has drunk* liquor.
I will have nothing to do with his ill-*gotten* wealth.
He *has got* it somehow or other.
The verse has no *hidden* meaning.
She *has hid* her face.
His face has a *shrunken* look.
Being a woollen garment it *has shrunk* in hot water.
They have succeeded in salvaging the *sunken* ship.
The ship *has sunk*.

289. Some verbs have two forms, one Strong and one Weak; as,

Awake,	awoke (awaked),	awoke (awaked).
Crow,	crew (crowed),	crowed.
Hang,	hung (hanged),	hung (hanged).
Thrive,	throve (thrived),	thriven (thrived).
Wake,	woke (waked),	woke (waked).

Note.—When the verb *hang* refers to the hanging of a person the past tense is *hanged* and the past participle is *hanged* or *hung*; otherwise both past tense and past participle are *hung*.

290. The following list of Weak Verbs does not include those Weak Verbs which form their Past Tense and Past Participle by adding *-d* or *ed*:—

Present Tense.	*Past Tense.*	*Past Participle.*	*Present Tense.*	*Past Tense.*	*Past Participle.*
Bereave	bereft	bereft	Sell	sold	sold
Beseech	besought	besought	Send	sent	sent
Bleed	bled	bled	Shoe	shod	shod
Breed	bred	bred	Sleep	slept	slept
Bring	brought	brought	Smell	smelt	smelt
Build	built	built	Spell	spelt	spelt
Burn	burnt	burnt	Spend	spent	spent
Buy	bought	bought	Sweep	swept	swept
Catch	caught	caught	Teach	taught	taught
Creep	crept	crept	Tell	told	told
Deal	dealt	dealt	Think	thought	thought
Dwell	dwelt	dwelt	Weep	wept	wept
Feed	fed	fed	Burst	burst	burst
Feel	felt	felt	Cast	cast	cast
Flee	fled	fled	Cost	cost	cost
Have	had	had	Cut	cut	cut
Keep	kept	kept	Hit	hit	hit
Kneel	knelt	knelt	Hurt	hurt	hurt
Lay	laid	laid	Let	let	let
Lead	led	led	Put	put	put
Learn	learnt	learnt	Read	read	read
Leave	left	left	Rid	rid	rid
Lend	lent	lent	Set	set	set
Lose	lost	lost	Shed	shed	shed
Make	made	made	Shut	shut	shut
Mean	meant	meant	Slit	slit	slit
Meet	met	met	Split	split	split
Pay	paid	paid	Spread	spread	spread
Say	said	said	Thrust	thrust	thrust
Seek	sought	sought	Wed	wed	wed

Exercise in Composition. 61.

In the following sentences change the verbs to the Past Tense:—

1. Rama writes to his mother every week.
2. The wind blows furiously.
3. The boy stands on the burning deck.
4. The door flies open.
5. She sings sweetly.
6. The old woman sits in the sun.

7. Abdul swims very well indeed.
8. His voice shakes with emotion.
9. He drives a roaring trade.
10. He bears a grudge against his old uncle.
11. He spends his time in idleness.
12. He feels sorry for his faults.
13. A portrait of Gladstone hangs on the wall.
14. The kite flies gaily into the air.
15. He wears away his youth in trifles.
16. What strikes me is the generosity of the offer.
17. He sows the seeds of dissension.
18. They all tell the same story.
19. He comes of a good line.
20. The boy runs down the road at top speed.
21. I do it of my own free will.
22. His parents withhold their consent to the marriage.
23. I forget his name.
24. He gets along fairly well.
25. They choose Mr. Malik to be their chairman.
26. He throws cold water on my plan.
27. The child clings to her mother.
28. Judas, overwhelmed with remorse, goes and hangs himself.
29. I know him for an American.
30. He swears a solemn oath that he is innocent.
31. In a fit of rage she tears up the letter.
32. Her head sinks on her shoulder.
33. She hides her face for shame.
34. My master bids me work hard.
35. The books lie in a heap on the floor.
36. He lies in order to escape punishment.
37. She lays her workbag on the table.

Exercise in Composition. 62.

Fill in the Past Tense or Past Participle of verb given :—

see. It is years since I —— him. He has —— his best days.

fall. Of late the custom has —— into disuse.
The lot —— upon him.

drink. The toast was —— with great enthusiasm.

speak. He —— freely when he had drunk freely.
Marathi is —— in the Deccan.

wear. My patience —— out at last.
The inscription has —— away in several places.

tear. In a fit of rage she —— up the letter.
The country is —— by factions.

sting.	He has been —— by a scorpion.
	The remark —— him.
run.	You look as if you had —— all the way home.
	He —— for his life.
forget.	Once Sydney Smith, being asked his name by a servant, found to his dismay that he had —— his own name.
choose.	A better day for a drive could not have been ——.
come.	At length they all to merry London ——.
	Think not that I am —— to destroy.
bite.	The old beggar was —— by a mad dog.
	A mad dog —— him.
swim.	A woman has —— the English Channel.
	A cloud —— slowly across the moon.
write.	I think he should have —— and told us.
	Honesty is —— on his face.
lay.	He —— the book on the table. He had not —— a finger on him. They —— their heads together.
lie.	We —— beneath a spreading oak.
	He has long —— under suspicion.
take.	A beautiful shot from cover-point —— off the bails.
	He has —— a fancy to the boy.
go.	Recently the price of sugar has —— up.
	The argument —— home.
	The verdict —— against him.
begin.	He had —— his speech before we arrived.
	He —— to talk nonsense.
bid.	Do as you are ——. He —— us good-bye.
	He —— three hundred rupees for the pony.
ring.	Has the warning-bell —— ?
	I —— him up on the telephone.
steal.	Some one has —— my purse. She —— his heart.
sow.	You must reap what you have ——.
drive.	Poor fellow! he was very hard ——.
	They say he —— a hard bargain.
sing.	It seemed to me that she had never —— so well.
	Our bugles —— truce.
shake.	He was much —— by the news.
	His voice —— as he spoke.
eat.	He is —— up with pride.
	In the end he —— his words.
do.	Let us have —— with it. I —— my duty.
spring.	Homer describes a race of men who —— from the gods.
	The ship —— a leak.
show.	Has Rustum —— you his camera ?
	He —— a clean pair of heels.
freeze.	The explorers were —— to death.
	The blood —— in their veins.

strike.	I was —— by a stone.
	It never —— me before that he was old.
mistake.	I found upon inquiry that I had —— the house.
	He —— me for my brother.
shoe.	Go, ask the ferrier whether he has —— the horses yet.
strew.	His path was —— with flowers.
sink.	His voice gradually —— to a whisper.
	And thousands had —— to the ground overpower'd.
tread.	Walking through the jungle, he —— on a snake.
rise.	He has —— from the ranks.
	As his friends expected he —— to the occasion.
beat.	On the arrival of a policeman, he —— a hasty retreat.
	He —— the Afghans in a bloody battle.
	It was not the only battle in which they were ——.
blow.	The tempest —— the ship ashore.
catch.	Walking on the beach, we —— sight of a strange bird.
	He has —— a Tartar.
have.	After the storm we —— a spell of fine weather.
meet.	I —— a little cottage girl.
	The poor fellow has —— with many reverses.
sleep.	We thought her dying when she ——.
get.	He has —— hold of the wrong end of the stick.
lead.	The faithful dog —— his blind master.
awake.	And his disciples came to him, and —— him.
	I was soon —— from this disagreeable reverie.
bear.	I was —— away by an impulse.
stand.	It has —— the test of time.
sit.	He has —— for the examination.
know.	He says he has never —— sickness.
	I —— his antecedents.
bind.	The prisoner was —— hand and foot.
break.	He has —— his collar-bone.
breed.	What is —— in the bone will not wear out of the flesh.
strive.	I —— with none, for none was worth my strife.
give.	He never —— me a chance to speak.
	He is —— to opium-smoking.
dream.	I —— I was in love again.
weep.	I have —— a million tears.

Exercise in Composition. 63.

Fill in the Past Tense or Past Participle of verb given :—

spin.	The story is tediously —— out.
mean.	I —— it for a joke. He was —— for a lawyer.
arise.	Suddenly the wind ——. There never has —— a great man who has not been misunderstood.

draw.	Who —— the first prize? He has —— a wrong inference. The train —— up to the station.
understand.	I certainly —— you to make that promise. I am afraid I did not make myself ——.
shoot.	He was accidentally —— in the arm.
shrink.	He is not known ever to have —— from an encounter. There was no cruelty from which the robber chief ——.
smell.	I noticed that he —— of brandy.
stick.	The cart —— in the mud.
swear.	Cophetua —— a royal oath. He was yesterday —— in as a member of the Legislative Council.
sweep.	The waves —— the pier. The pier was —— away. Plague —— off millions.
cost.	Often a lie has —— a life. His folly —— him years of poverty.
buy.	A rupee —— twice as much fifteen years ago.
crow.	His enemies —— over his fall.
deal.	He —— unfairly with his partner. The first great blow to the Persians was —— by the Arabs.
lose.	His rashness —— him his life. —— time is never found again. The man who yields to the fascination of the gaming-table is ——.
find.	Sir, I have —— you an argument; but I am not obliged to find you an understanding. The picture —— its way to the auction-room.
forgive.	Christ —— his crucifiers.
sleep.	It is said of Akbar that he rarely —— more than three hours at a time.
seek.	His company is greatly —— after. It might be truly said of him that he never —— honour.
hide.	Adam and his wife —— themselves from the presence of the Lord God.
fall.	He —— never to rise again. A certain man went down from Jerusalem to Jericho, and —— among thieves. He has —— asleep.
set.	He has —— his heart on success. The teacher —— them an example.
die.	He —— at a ripe old age.
see.	I —— her singing at her work. He has —— the ups and downs of life.
spoil.	The news —— my dinner.
leave.	He has —— a large family. The Police —— no stone unturned to trace the culprits.
grow.	Three years she —— in sun and shower. Some of these wars have —— out of commercial considerations.

think.	I have —— of a plan.
	I —— of Chatterton, the marvellous boy.
become.	He —— the slave of low desires.
hear.	Not a drum was ——, not a funeral note.
	He hopes his prayer will be ——.
fight.	He —— for the crown. He has —— a good fight.
forsake.	His courage —— him. He has —— his old friends.
teach.	The village master —— his little school.
	They have —— their tongue to speak lies.
wring.	She —— her hands in agony.
	Any appeal for help —— her heart.
wind.	He —— up by appealing to the audience to contribute to the fund.
thrust.	He was —— through with a javelin.
say.	He has —— the last word on the matter.
fly.	The bird has —— away.
	The bird —— over the tree.
flee.	The murderer has —— to Australia.
	The terrified people —— to the mountains.
overflow.	During the night the river had —— its banks.

CHAPTER XXXV.

AUXILIARY VERBS.

291. Compare the uses of the verb *have* in the following sentences:—

1. I *have* [= possess] a knife.
2. I *have* lost my umbrella.

In sentence 1, *have* expresses a meaning of its own, namely that of *possession.*

A Verb which expresses a meaning of its own is called a **Verb with Full Meaning** or a **Principal Verb.**

In sentence 2, *have* merely **helps** another verb *lose* to form its Perfect Tense, and is therefore an **Auxiliary Verb.** (*Auxiliary* means helping.)

292. Besides the verb *have*, there are five other verbs (*be, do, shall, will* and *may*) which are used as Auxiliary Verbs.

293. We shall now show that all verbs which are used as Auxiliary may also be used as Principal Verbs.

Have.

294. As a Principal verb—

1. I *have* [= possess] a camera.
2. I *have* to go. [= I am obliged to go.]

As an Auxiliary verb—

3. I *have* taken my camera.

As already pointed out, in sentence 1, the verb *have* expresses a meaning of its own, namely that of *possession.*

In sentence 2, the verb *have* is used with the infinitive to express *necessity* or *compulsion.*

In sentence 3, the verb *have* helps to form the Perfect Tense.

Be.

[Note the various forms of the verb *be.* They are —*am, is, are, was, were, been, being.*]

295. As an Auxiliary verb—

1. I *am* loved.
2. He *was* loved.
3. I *am* writing.
4. He *was* writing.

As a Principal verb—

5. God *is* (= exists).

In sentences 1 and 2, the verb *be* helps to form the Passive Voice.

In sentences 3 and 4, the verb *be* helps to form the Continuous Tenses.

In sentence 5, the verb *be* expresses a meaning of its own, namely that of *existence.*

The verb *be* is also used as a Verb of Incomplete Predication ; as,

He *is* honest. He *was* absent.

Do.

296. As a Principal verb—

1. They *do* [= perform] their work well.
2. *Do* [= act] as I tell you.

As an Auxiliary verb—

3. *Do* you say so ?
4. I *do* not say so.
5. They *do* say so.

In sentence 1, the verb *do* expresses a meaning of its own, viz. *to perform.*

In sentence 2 also, the verb *do* expresses a meaning of its own, viz. *to act*.

In sentence 3, the verb *do* helps to form a question.

In sentence 4, the verb *do* helps to form a negation.

In sentence 5, the verb *do* helps to emphasize the assertion.

The verb *do* is also used as a substitute for other verbs, except *be*; as,

He works more than you *do* (work).
I chose my wife as she *did* (chose) her wedding-gown.

Exercise in Grammar. 64.

In the following sentences state how the verbs 'to be', 'to have', and 'to do' are used :—

1. All have not your strength.
2. Did you not expect me? Well, I did.
3. What can I do for you?
4. Whatever is is right.
5. I think I have taken a long holiday.
6. I have some good mangoes to sell.
7. I have to attend the wedding.
8. I am my own master.
9. His wit has a spice of malice.
10. I do wish you had seen him.
11. He has to refund the money.
12. Do your best.
13. To be, or not to be, that is the question.
14. Do you want this book?
15. I cannot sing as well as she does.
16. Do not look a gift horse in the mouth.
17. Do come.

Shall.

297. As a Principal verb—

1. You *shall* obey me.
   [=You *will be obliged* to obey me.]

As an Auxiliary verb—

2. I *shall* come to-morrow.

In sentence 1, the verb *shall* expresses a meaning of its own, namely that of *determination*.

In sentence 2, the verb *shall* helps another verb to form the Future Tense.

Will.

298. As a Principal verb—

1. I *will* go in spite of you.
   [I *will* go = I *am determined* to go.]

As an Auxiliary verb—

2. He *will* go to-morrow.

In sentence 1, the verb *will* expresses a meaning of its own, namely that of *determination* or *intention.*

In sentence 2, the verb *will* helps to form the Future Tense.

Should.

299. The verb *should* is the past tense of *shall.*

As a Principal verb—

1. You *should* not be idle.
2. He *should* have known better.

As an Auxiliary verb—

3. I said that I *should* go.
4. If it *should* rain, they will not come.

In sentences 1 and 2, the verb *should* expresses a meaning of its own, namely that of *duty* or *obligation.*

In sentence 3, the verb *should* helps another verb to form its tense (Future in the Past.—Futurity from the standpoint of past time.)

In sentence 4, the verb *should* helps another verb to form the Subjunctive Mood.

Would.

300. As a Principal verb—

1. He *would* not stir an inch.
   [He *would* not stir = he was determined not to stir.]
2. He *would* sit and dream all day.
   [He *would* sit = It was his habit to sit.]

As an Auxiliary verb—

3. She said he *would* come.
4. If he were here, I *would* tell him.

In sentence 1, the verb *would* expresses a meaning of its own, namely that of *determination.*

In sentence 2 also, the verb *would* expresses a meaning of its own, namely that of *habit.*

In sentence 3, the verb *would* helps another verb to form its tense. (Future in the Past.—Futurity from the standpoint of past time.)

In sentence 4, the verb *would* helps another verb to form the Subjunctive Mood.

May.

301. As a Principal verb—

1. You *may* go. [=You *are permitted* to go.]
2. It *may* rain. [=It *is possible* that it will rain.]

As an Auxiliary verb—

3. We eat that we *may* live.
4. *May* success attend you.

In sentence 1, the verb *may* expresses a meaning of its own, namely that of *permission*.

In sentence 2 also, the verb *may* expresses a meaning of its own, namely that of *possibility*.

In sentences 3 and 4, the verb *may* helps to form the Subjunctive Mood.

Def.—An Auxiliary Verb is a verb that *helps* another verb to form its tense, voice, or mood.

CHAPTER XXXVI.

DEFECTIVE VERBS.

302. The following verbs are called **Defective,** because they cannot be used in all the moods and tenses:—

shall, will, may, can, must, ought, dare, need, quoth.

Uses of Shall.

303. *Shall* is used in the First person, to express *simple future time* ; as,

I *shall* start to-morrow. We *shall* miss the train.
I *shall* be much obliged. We *shall* play together.
I *shall* be fifteen on Monday. We *shall* be late.

[When *shall* is thus used in the First person, it is an *Auxiliary* verb, because it then *helps* another verb to form the future tense.]

304. When *shall* is used in the Second or Third person, it usually expresses—

(1) A Command ; as,

Thou *shalt* not steal.
[=Thou *art commanded* not to steal.]
Thou *shalt* love thy neighbour as thyself.

(2) A Promise ; as,

You *shall* have my book next week.
You *shall* have a holiday to-morrow.

(3) A Threat ; as,

You *shall* be punished for this.
The man that hath done this thing *shall* surely die.

(4) Determination ; as,

You *shall* obey me.
[= You *will be obliged* to obey me.]
He *shall* leave the house instantly.
You *shall* apologize for that.

(5) Certainty or inevitability as regards the future ; as,

And if I die, no man *shall* pity me [*i. e.*, it is certain no man will pity me].

[When *shall* is thus used in the Second or Third person, it is a *Principal* verb, because it then expresses a meaning of its own.]

Uses of Will.

305. *Will* is used in the Second and Third persons, to express *simple future time*, that is, to tell what is sure to happen, or likely to happen ; as,

It *will* be a long time before I see you again.
Anyone *will* tell you the way if you ask.

[When *will* is thus used in the Second and Third persons, it is an *Auxiliary* verb, because it then *helps* another verb to form the future tense.]

306. When *will* is used in the First person, it shows determination on the part of the speaker. *Will* is therefore used in the First Person to express—

(1) Willingness ; as,

I *will* carry your books.
I *will* lend you my camera.

(2) A Promise ; as,

I *will* try to do better the next time.

(3) A Threat ; as,

I *will* avenge her.

(4) Determination ; as,

I *will* not go.
[= I am determined not to go ; that is, I refuse to go.]
I *will* not allow it.
I *will* succeed or die in the attempt.

[When *will* is thus used in the First person, it is a *Principal* verb, because it then expresses a distinct meaning of its own.]

307. In asking questions, *will* is not used at all in the First person. We say—

Shall I ring the bell ? *Shall* I go ? *Shall* we go ?

Compare also Wither's famous lines—

Shall I, wasting in despair,
Die because a woman's fair ?

In the Second person *shall* and *will* are used according to the answer expected ; as,

Shall you see him ? (Yes, I *shall*.)
Will you lend me your book ? (Yes, I *will*.)

Uses of Should.

308. *Should*, the past form of *shall*, is a Principal verb when it expresses a meaning of its own, namely that of *duty* or *obligation*.

I *should* have attended the meeting this afternoon, but I forgot it.
We *should* obey the laws.
We *should* help the poor.
We *should* be careful of other's feelings.
You *should* keep your promise.
You *should* not say that.
You *should* control your temper.
He *should* have known better.
He *should* not be allowed to neglect his studies.
Children *should* obey their parents.
Law-makers *should* not be law-breakers.

Note.—*Should* expressing *obligation* is used in all Persons.

309. *Should* is an auxiliary of the Indicative mood when it expresses *futurity* from the standpoint of past time. (Future in the Past.)

I told him I *should* start to-morrow.
I told you that I *should* succeed.

310. *Should* is an auxiliary of the Subjunctive mood when it is used to express a *supposition that may or may not be true*.

If it *should* rain, they will not come.
If he *should* see me here, he would be annoyed.
I *should* go if I were you.

Uses of Would.

311. *Would*, the past form of *will*, is a Principal verb when it expresses a meaning of its own, such as that of:—

(1) Determination; as,

He *would* have his own way.
[He would have = he was determined to have.]
He *would* not lie.

(2) Customary or habitual action; as,

He *would* sit and dream all day.
[He would sit = he was in the habit of sitting.]
The 'Squire *would* sometimes fall asleep in the most pathetic part of my sermon.
The old woman *would* come each day for a pice.
After breakfast he *would* generally take a walk.

(3) Willingness; as,

He said he *would* do his best.

312. *Would* is an auxiliary of the Indicative mood when it expresses *futurity* from the standpoint of past time; as,

She said he *would* come.

313. *Would* is an auxiliary of the Subjunctive mood when it is used to express the *conclusion of a condition contrary to fact*; as,

If he were here, I *would* tell him.
I *would* do it if I were you.

May.

314. The Verb *may* is a Principal verb when it expresses a meaning of its own, such as that of:—

(1) Possibility; as,

It *may* rain. [= It is possible that it will rain.]
It *may* be true. [= It is possibly true.]
He *may* be at home.
You *may* be right.
He *may* miss the train.
He *may* recover if he is careful.
The young *may* die, but the old must.

(2) Permission; as,

You *may* go. [= You are permitted to go.]
May I go?

315. *May* is an Auxiliary Verb when it helps to form the Subjunctive mood expressing—

(3) A wish; as,

May you live happily and long!
May you return in safety!
May blessings go with you!
May success attend you!

(4) A purpose; as,

We eat that we *may* live.
He flatters that he *may* win favour.

The past tense *might* is either a past indicative or more commonly a past subjunctive; as,

I *might* not trespass upon his hospitality. (Past Indicative.)
Might I live to see that day. (Past Subjunctive.)

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
Singular.	*Plural.*	*Singular.*	*Plural.*
I may	We may.	I might	We might.
Thou mayest *or* mayst	You may.	Thou mightest *or* mightst	You might.
He may	They may.	He might	They might.

316. Read the following sentences:—

1. Rama *may* be at home *now.*
2. He *may* leave *to-morrow.*
3. He *might* enter college *now.*
4. He *might* enter college *next year.*

In sentences 1 and 3 *may* and *might* refer to present time.

In sentences 2 and 4 *may* and *might* refer to future time.

It will be thus seen that the verbs *may* and *might* do not express time with the same precision as other verbs.

Can.

317. *Can* is always a Principal Verb, never an Auxiliary. It is Transitive, and the infinitive without *to* that follows it is its object. It expresses—

(1) Power or ability; as,

I *can* read. [=I *am able* to read.]
He *can* work this sum.
He *can* outdo every competitor.
I *can* swim. *Can* you?
I *can* lift this box.

(2) Permission ; as,

You *can* go now.

[=You are permitted to go now.] Here *can* = *may*.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
Singular.	*Plural.*	*Singular.*	*Plural.*
I can	We can	I could	We could
Thou canst	You can	Thou couldst	You could
He can	They can	He could	They could

318. *Could*, the past tense of *can*, is a Principal Verb when it is used to express its own meaning ; as,

Even as a child she *could* sing well. [She *could* sing = she *was able* to sing.]

The old man tried to walk all the way, but *could* not.

He did all that he *could*.

319. *Could* is an Auxiliary Verb when it helps another verb to form the Subjunctive mood ; as,

If I *could* help you, I would. (could = were able)

Must.

320. The verb *must* has no changes of form for Tense, Person, or Number. It takes the Infinitive without *to*. It expresses—

(1) Necessity or obligation ; as,

We *must* obey the laws. [= We *are obliged* to obey the laws.]

One *must* work or starve.

He *must* work.

(2) Fixed determination ; as,

I *must* have my way in this matter.

(3) Duty ; as,

A judge *must* be upright.

(4) Certainty of belief in some fact ; as,

He *must* be mad.

Somebody *must* have told him.

(5) Inevitability or what is necessarily the case ; as,

We *must* all die.

Ought.

321. *Ought*, the old past tense of the verb *owe*, now expresses *duty* or *moral obligation*. It indicates present time, when it is used with a present infinitive ; as,

We *ought* to love our neighbours.
[= It is our duty to love our neighbours.]
He *ought* to work hard.
You *ought* to go.
We *ought* to help him.
You *ought* to know better.
We do not what we *ought*,
What we *ought* not we do.

322. *Ought* forms no Past of its own, but indicates past time, when it is used with the perfect infinitive; as,

He ought *to have worked* hard.
You ought *to have gone*.
[= It was your duty to go.]
The train ought *to have left* an hour ago.
It ought *to have been done* long ago.
I ought *to have done* it.

323. *Ought* is also used to express *strong probability*; as,

Nina *ought* to win.

Dare.

324. The Verb *dare* (= venture, have courage) has the form *dare* for the third person singular, present tense, when it is followed by a negative; as,

He *dare* not take such a step.
He *dare* not contradict me.
He *dare* not do it.

Notice that there it takes the infinitive without *to* as an object.

For the past tense either *durst* or *dared* is employed; as,

He *durst* not (or *dared* not) say so.

325. But the Verb *dare* (= challenge or defy) is conjugated regularly throughout, and has *dared* for its past tense; as,

He *dared* me to fight.
I *dared* him to do it.
He *dares* you to do it.
I *dare* you to come here.

Note.—'I *dare* say' simply means 'probably'.

I *dare* say it will be all right.

Need.

326. When *need* denotes *necessity* or *obligation* in a negative or interrogative sentence, it forms its third person singular, present tense, without *s*, and takes as its object an infinitive without *to*; as,

He *need* not go.
Need he write to him?

327. But when *need* = *stand in need of, require*, the third person singular, present tense, is *needs*; as,

He *needs* help.
It *needs* to be done with care.
The socks *need* to be darned.
The socks *need* darning.

The verb *need* has no tense but the Present.

Quoth.

328. *Quoth* is a past indicative, and is used only in the first and third persons singular, with the subject following; as,

Quoth I.
Quoth the raven, "Never more."
"I see," *quoth* he, "the Elephant
Is very like a snake."

It is now used only in poetry.

Methinks.

329. *Methinks* = it seems to me; it appears to me. This Impersonal Verb is now used only in poetry.

Methinks we do as fretful children do.

The Past tense is *methought*.

Methought from the battle-field's dreadful array,
Far, far I had roam'd on a desolate track.

Exercise in Composition. 65.

Fill in the blanks with "shall" or "will" as required. If in any sentence you could insert either, explain the difference in meaning.

1. We —— be late.
2. I —— succeed or die in the attempt.
3. —— you lend me your camera?
4. I —— come if possible.
5. Surely you —— not desert me.
6. I —— not be dictated to.

7. —— we go to the theatre to-night?
8. —— we go if it rains?
9. Alas! I —— be drowned and nobody —— help me.
10. He fears that he —— be too late.
11. No matter what you say, I —— not go another step.
12. You —— be twenty to-morrow.
13. Unless they are fools, they —— not go on any such errand.
14. He —— obey, whether he likes it or not.
15. I —— have my own way.
16. If you eat too much you —— be ill.
17. He —— not hear you unless you shout.
18. An obedient boy —— always do as he is commanded.
19. If you do not hurry you —— miss the train.
20. I —— play cricket and no one —— stop me.
21. You —— do that work before you leave this room.
22. You —— obey me, whether you like it or not.
23. He —— die soon.
24. "Rascal," said the king, "You —— die".
25. I think we —— win the match.
26. You say you —— not obey me and I say you ——.
27. I —— go to the concert if I can get a ticket.
28. We hope we —— be able to come next week.
29. I believe he —— succeed in his enterprise.
30. I expect we —— get a telegram from him.
31. I —— be delighted if you come.
32. We —— not let this matter rest here.
33. You —— leave the room at once.
34. If it is raining, I —— not go.
35. If you have great talents, industry —— improve them.
36. Thou —— not steal.
37. The time —— come when you —— be ashamed of this deed.
38. I —— be surprised if we win the next match.
39. I don't think I —— be able to go.
40. I don't think he —— be able to go.
41. Thou —— not bear false witness against thy neighbour.
42. We —— not have this man to reign over us.
43. You —— not stir; I forbid it.
44. I —— probably fail in the examination.
45. I —— probably get a cool reception there; but I —— go, whatever happens.
46. I —— not be trifled with.
47. To-morrow —— be a holiday.
48. Cophetua sware a royal oath:
"This beggar maid —— be my queen!"

Exercise in Grammar. 66.

Explain the use of the italicized verbs in the following sentences :—

1. If I am not careful, I *shall* fall.
2. You *should* be punctual.
3. She *may* come in.
4. He *would* sit there by the hour.
5. You *will* pass if you work hard.
6. He says he *shall* be out of Bombay during the holidays.
7. She *may* be at home.
8. If he knows the song, he *will* sing it.
9. The dog *would* follow close at his heels.
10. You *shall* not leave the room.
11. I *will* always obey you.
12. *May* you live long and happily!
13. Rama *shall* come here again, for I *will* make him.
14. You *will* come, I hope.
15. If he *will* not come he *shall* not see the picture.
16. You *shall* have a holiday to-morrow.
17. Perhaps we *shall* call on you to-morrow.
18. *Will* you wait till I return ?
19. He *will* not pay unless he is compelled.
20. I *will* go out, although you forbid me.

Exercise in Composition. 67.

Fill in the blanks with "should" or "would":—

1. You —— go instantly.
2. I warned you, but you —— do it.
3. I —— like to know who he is.
4. You —— keep your promise.
5. He —— be sorry to miss his train.
6. You —— not hesitate to help him.
7. I —— feel hurt if he —— abuse my hospitality in that way.
8. Who am I that I —— advise ?
9. We —— do the duty that lies nearest.
10. Though I —— die for it, yet —— I do it.
11. If I had known it, I —— not have gone.
12. If it —— rain, we —— not start.
13. I —— be greatly disappointed if he did not come.
14. He really —— go.
15. —— we go under any circumstances ?
16. I was afraid that we —— freeze to death.
17. I ——, if I could.
18. It —— be foolish to underrate the danger.
19. Whatsoever things ye —— that men —— do unto you, do ye even so unto them.

CHAPTER XXXVII.

PARSING OF FINITE VERBS, INFINITIVES, PARTICIPLES, AND GERUNDS.

I. Parsing of Finite Verbs.

330. To parse a Finite Verb, we must give—

(1) Its Kind:	whether Transitive or Intransitive.
(2) Its Conjugation:	whether Strong, Weak or Defective.
(3) Its Voice:	whether Active or Passive.
(4) Its Mood:	whether Indicative, Imperative, or Subjunctive.
(5) Its Tense:	whether Present, Past, or Future, and whether Indefinite, Continuous, Perfect, or Perfect Continuous.
(6) Its Number:	whether Singular or Plural.
(7) Its Person:	whether First, Second, or Third.
(8) Its Agreement:	in Number and Person with its Subject or Subjects, expressed or understood.

Parsing Models.

(1) Unfortunately he *relies* on others.

relies: Intransitive verb, Weak, Active voice, Indicative mood, Present tense, Singular number, Third person, agreeing with its subject *he*.

(2) He *has proved* his case to my satisfaction.

has proved: Transitive verb, Weak, Active voice, Indicative mood, Present Perfect tense, Singular number, Third person, agreeing with its subject *He*.

(3) Suddenly the boat *was driven* on the rocks.

was driven: Transitive verb, Strong, Passive voice, Indicative mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject *boat*.

(4) Hari *has been writing* all the morning.

has been writing: Intransitive verb, Strong, Active voice, Indicative mood, Present Perfect Continuous tense, Singular number, Third person, agreeing with its subject *Hari*.

(5) He *studied* hard that he *might stand* first.

studied: Intransitive verb, Weak, Active voice, Indicative mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject *He*.

might stand: Intransitive verb, Strong, Active voice, Subjunctive mood, Past Indefinite tense, Singular number, Third person, agreeing with its subject *he*.

(6) I *shall be compelled* to work for my livelihood.

shall be compelled: Transitive verb, Weak, Passive voice, Indicative mood, Future Indefinite tense, Singular number, First person, agreeing with its subject *I*.

(7) But for the life-boats, we *should have been drowned*.

should have been drowned: Transitive verb, Weak, Passive voice, Subjunctive mood, Future Perfect tense, Plural number, First person, agreeing with its subject *we*.

(8) *Catch* him by the throat.

Catch: Transitive verb, Weak, Active voice, Imperative mood, Present tense, Singular number, Second person, agreeing with its subject *thou* or *you* understood.

(9) *Were* I you, I *would do* it.

Were: Intransitive verb, Strong, Active voice, Subjunctive mood, Past tense, Singular number, First person, agreeing with its subject *I*.

would do: Transitive verb, Strong, Active voice, Subjunctive mood, Past tense, Singular number, First person, agreeing with its subject *I*.

(10) You *must copy* the whole page.

must: Transitive verb, Defective, Indicative mood, Present tense, used with the subject *you*.

copy: Infinitive, Transitive, Present, Object of the verb *must*.

II. Parsing of Infinitives.

331. To parse an Infinitive, we must tell—

(1) From what *Verb* it is derived.

(2) Its *Form*: whether Present (as *to love*, *to be loved*), or
Present Continuous (as *to be loving*,——), or

Perfect (as *to have loved, to have been loved*), or
Perfect Continuous (as *to have been loving,*——).

(3) Its *Voice*: whether Active or Passive.

(4) Its *Use*: whether used as a Noun (Subject or Object of a verb, or Complement), Adjective or Adverb.

Parsing Models.

(1) *To relieve* the wretched was his pride.

To relieve: Simple Infinitive from the Transitive verb *relieve*, Present, Active, used as a Noun, Subject of the verb *was*.

(2) I want *to catch* him before he goes out.

to catch: Simple Infinitive from the Transitive verb *catch*, Present, Active, used as a Noun, Object of the verb *want*.

(3) He questioned my ability *to solve* the problem.

to solve: Gerundial Infinitive from the Transitive verb *solve*, Present, Active, used as an Adjective qualifying the noun *ability*.

(4) I like a rascal *to be punished*.

to be punished: Simple Infinitive from the Transitive verb *punish*, Present, Passive, Complement of the verb *like*.

(5) It is sad *to be forgotten*.

to be forgotten: Simple Infinitive from the Transitive verb *forget*, Present, Passive, used as a Noun in apposition with *It*.

III. Parsing of Participles.

332. To parse a Participle, we must tell—

(1) From what *Verb* it is derived.

(2) Its *Form*: whether Present (as *loving, being loved*), or
Past (as ——, *loved*), or
Perfect (as *having loved, having been loved*).

(3) Its *Voice*: whether Active or Passive.

(4) Its *Use* in the sentence.

Note 1.—When a Participle is used purely as an Adjective, it is to be parsed as such.

Note 2.—When the Participle helps to form some part of the Finite verb, it is not parsed separately.

Parsing Models.

(1) The bird flew away, *screaming* aloud.

screaming: Participle, Present, Active (from the verb *scream*), qualifies the noun *bird*.

(2) The cart, *loaded* with road metal, stuck in the mud.

loaded: Participle, Past, Passive (from the verb *load*), qualifies the noun *cart*.

IV. Parsing of Gerunds.

333. To parse a Gerund, we must tell—

(1) From what *Verb* it is derived.

(2) Its *Form*: whether Present (as *loving, being loved*), or Perfect (as *having loved, having been loved*).

(3) Its *Voice*: whether Active or Passive.

(4) Its *Case*: whether Nominative, Genitive, or Accusative.

Parsing Models.

(1) *Using* a razor requires some skill.

Using: Gerund from the Transitive verb *use*, Present, Active, Nominative case, Subject of the verb *requires*.

(2) My cousin is fond of *reading* novels.

reading: Gerund from the Transitive verb *read*, Present, Active, Accusative case, Object of the preposition *of*.

(3) My friend boasted of *having read* the whole of Shakespeare.

having read: Gerund from the Transitive verb *read*, Present Perfect, Active, Accusative case, Object of the preposition *of*.

Exercise in Grammar. 68.

Parse the Verbs, Infinitives, Participles and Gerunds in the following sentences:—

1. The cock is crowing.
2. The mountain and the squirrel had a quarrel.

3. I am content with what I have.
4. Strike while the iron is hot.
5. They love to see the flaming forge.
6. He is fond of swimming.
7. Akbar was succeeded by Jahangir.
8. The time of the singing of birds is come.
9. I am tired of dreaming dreams.
10. You can go.
11. There is no time to waste.
12. I saw her singing at her work.
13. He did not feel the driver's whip.
14. Dynamite is used in blasting rocks.
15. Giving is better than receiving.
16. I have come to remind you of your promise.
17. To wear out is better than to rust out.
18. No one could tell how the matter was settled.
19. A fiend has got into my house.
20. I fell into grief and began to complain.
21. The lost child has been found.
22. I am not what you represent me to be.
23. My swiftest horse is saddled for thy flight.
24. I dare do all that may become a man.
25. Can you tell me what has happened ?
26. I knew I should fail.
27. If he were here, he would not permit it.
28. I shall have finished my work before the bell rings.
29. He has always been a little peculiar.
30. It needs to be done with care.
31. Each single instance must be examined.
32. Send him where he will be taken care of.

CHAPTER XXXVIII.

CONJUGATION OF THE VERB *LOVE*.

334. The **conjugation** of a verb shows the various forms it assumes, either by inflection or by combination with parts of other verbs, to mark Voice, Mood, Tense, Number, and Person ; and to those must be added its Infinitives and Participles.

Below is given the complete conjugation of the verb *love*, with a view to help the pupil to systematize the knowledge already acquired by him.

ACTIVE VOICE.

I. Indicative Mood.

Present Indefinite.

1. I love	1. We love
2. Thou lovest	2. You love
3. He loves	3. They love

Present Imperfect or Continuous.

1. I am loving	1. We are loving
2. Thou art loving	2. You are loving
3. He is loving	3. They are loving

Present Perfect.

1. I have loved	1. We have loved
2. Thou hast loved	2. You have loved
3. He has loved	3. They have loved

Present Perfect Continuous.

1. I have been loving	1. We have been loving
2. Thou hast been loving	2. You have been loving
3. He has been loving	3. They have been loving

Past Indefinite.

1. I loved	1. We loved
2. Thou lovedst	2. You loved
3. He loved	3. They loved

Past Imperfect or Continuous.

1. I was loving	1. We were loving
2. Thou wast loving	2. You were loving
3. He was loving	3. They were loving

Past Perfect.

1. I had loved	1. We had loved
2. Thou hadst loved	2. You had loved
3. He had loved	3. They had loved

Past Perfect Continuous.

1. I had been loving	1. We had been loving
2. Thou hadst been loving	2. You had been loving
3. He had been loving	3. They had been loving

Future Indefinite.

1. I shall love	1. We shall love
2. Thou wilt love	2. You will love
3. He will love	3. They will love

Future Imperfect or Continuous.

1. I shall be loving	1. We shall be loving
2. Thou wilt be loving	2. You will be loving
3. He will be loving	3. They will be loving

Future Perfect.

1 I shall have loved	1. We shall have loved
2. Thou wilt have loved	2. You will have loved
3. He will have loved	3. They will have loved

Future Perfect Continuous.

1. I shall have been loving	1. We shall have been loving
2 Thou wilt have been loving	2. You will have been loving
3. He will have been loving	3. They will have been loving

II. Subjunctive Mood.

Present Indefinite.

1. If I love	1. If we love
2. If thou love	2. If you love
3. If he love	3. If they love

Present Imperfect or Continuous.

1. If I be loving	1. If we be loving
2. If thou be loving	2. If you be loving
3. If he be loving	3. If they be loving

Present Perfect.

1. If I have loved	1. If we have loved
2. If thou have loved	2. If you have loved
3. If he have loved	3. If they have loved

Present Perfect Continuous.

1. If I have been loving	1. If we have been loving
2. If thou have been loving	2. If you have been loving
3 If he have been loving	3. If they have been loving

Past Indefinite.

1. If I loved	1. If we loved
2. If thou loved	2. If you loved
3. If he loved	3. If they loved

Past Imperfect or Continuous.

1. If I were loving	1. If we were loving
2. If thou wert loving	2. If you were loving
3. If he were loving	3 If they were loving

Past Perfect.

1. If I had loved	1. If we had loved
2. If thou hadst loved	2. If you had loved
3. If he had loved	3. If they had loved

Past Perfect Continuous.

1. If I had been loving	1. If we had been loving
2. If thou hadst been loving	2. If you had been loving
3. If he had been loving	3. If they had been loving

Future Indefinite.

1. If I should love	1. If we should love
2. If thou wouldst love	2. If you would love
3. If he would love	3. If they would love

Future Imperfect or Continuous.

1. If I should be loving	1. If we should be loving
2. If thou wouldst be loving	2. If you would be loving
3. If he would be loving	3. If they would be loving

Future Perfect.

1. If I should have loved	1. If we should have loved
2. If thou wouldst have loved	2. If you would have loved
3. If he would have loved	3. If they would have loved

Future Perfect Continuous.

1. If I should have been loving	1. If we should have been loving
2. If thou wouldst have been loving	2. If you would have been loving
3. If he would have been loving	3. If they would have been loving

III. Imperative Mood.

2. Love (thou)	2. Love (ye *or* you)

Infinitives.

Present:	To love
Present Continuous:	To be loving
Perfect:	To have loved
Perfect Continuous:	To have been loving

Participles.

Present:	loving
Past:	loved
Perfect:	having loved
Perfect Continuous:	having been loving

PASSIVE VOICE.

I. Indicative Mood.

Present Indefinite.

1. I am loved	1. We are loved
2. Thou art loved	2. You are loved
3. He is loved	3. They are loved

Present Imperfect or Continuous.

1. I am being loved	1 We are being loved
2. Thou art being loved	2. You are being loved
3. He is being loved	3. They are being loved

Present Perfect.

1. I have been loved	1. We have been loved
2. Thou hast been loved	2. You have been loved
3. He has been loved	3. They have been loved

Past Indefinite.

1. I was loved	1. We were loved
2. Thou wast loved	2. You were loved
3. He was loved	3. They were loved

Past Imperfect or Continuous.

1. I was being loved	1. We were being loved
2. Thou wast being loved	2. You were being loved
3. He was being loved	3. They were being loved

Past Perfect.

1. I had been loved	1. We had been loved
2. Thou hadst been loved	2. You had been loved
3. He had been loved	3. They had been loved

Future Indefinite.

1. I shall be loved	1. We shall be loved
2. Thou wilt be loved	2. You will be loved
3. He will be loved	3. They will be loved

Future Perfect.

1. I shall have been loved	1. We shall have been loved
2. Thou wilt have been loved	2. You will have been loved
3. He will have been loved	3. They will have been loved

II. Subjunctive Mood.

Present Indefinite.

1. If I be loved	1. If we be loved
2. If thou be loved	2. If you be loved
3. If he be loved	3. If they be loved

Present Perfect.

1. If I have been loved	1. If we have been loved
2. If thou have been loved	2. If you have been loved
3. If he have been loved	3. If they have been loved

Past Indefinite.

1. If I were loved	1. If we were loved
2. If thou wert loved	2. If you were loved
3. If he were loved	3. If they were loved

Future Imperfect or Continuous.

1. If I were being loved	1. If we were being loved
2. If thou wert being loved	2. If you were being loved
3. If he were being loved	3 If they were being loved

Past Perfect.

1. If I had been loved	1. If we had been loved
2 If thou hadst been loved	2. If you had been loved
3. If he had been loved	3. If they had been loved

Future Indefinite.

1. If I should be loved	1. If we should be loved
2. If thou wouldst be loved	2. If you would be loved
3. If he would be loved	3. If they would be loved

Future Perfect.

1. If I should have been loved	1. If we should have been loved
2. If thou wouldst have been loved	2. If you would have been loved
3. If he would have been loved	3. If they would have been loved

III. Imperative Mood.

2. Be (thou) loved	2. Be (ye *or* you) loved

Infinitives.

Present: To be loved
Perfect: To have been loved

Participles.

Present: Being loved
Past: Loved
Perfect: Having been loved

CHAPTER XXXIX.

THE ADVERB.

335. Read the following sentences:—

1. Rama runs *quickly*.
2. This is a *very* sweet mango.
3. Govind reads *quite* clearly.

In sentence 1, *quickly* shows **how** (or **in what manner)** Rama *runs*; that is, *quickly* modifies the **Verb** *runs*.

In sentence 2, *very* shows **how much** (or **in what degree)** the mango is *sweet*; that is, *very* modifies the **Adjective** *sweet*.

In sentence 3, *quite* shows **how far** (or **to what extent)** Govind reads *clearly*; that is, *quite* modifies the **Adverb** *clearly*.

A word that modifies the meaning of a Verb, an Adjective, or another Adverb is called an **Adverb.** The words *quickly*, *very*, and *quite* are therefore Adverbs.

Def.—An Adverb is a word which modifies the meaning of a Verb, an Adjective, or another Adverb.

336. In the following sentences Adverbs modify phrases:—

She was sitting *close* beside him.
At what hour is the sun *right* above us?
Have you read *all* through this book?
She was dressed *all* in white.
He paid his debts *down* to the last farthing.

337. Adverbs standing at the beginning of sentences sometimes modify *the whole sentence*, rather than any particular word; as,

Probably he is mistaken. [= It is probable that he is mistaken.]
Possibly it is as you say. *Certainly* you are wrong.
Evidently the figures are incorrect.
Unfortunately no one was present there.
Luckily he escaped unhurt.

Kinds of Adverbs.

338. Adverbs may be divided into the following classes, according to their *meaning*:—

(1) **Adverbs of Time** (which show *when*).

I have heard this *before*. That day he arrived *late*.
We shall *now* begin to work.

He called here a few minutes *ago.*
I had a letter from him *lately.*
The end *soon* came. He comes here *daily.*
I hurt my knee *yesterday.*
I have spoken to him *already.*
Wasted time *never* returns.
He once met me in Cairo: I have not seen him *since.*
Mr. Gupta *formerly* lived here.

(2) **Adverbs of Number** (which show *how often*).

I have told you *twice.* I have not seen him *once.*
He *often* makes mistakes. He *seldom* comes here.
The postman called *again.*
He *always* tries to do his best.
He *frequently* comes unprepared.

(3) **Adverbs of Place** (which show *where*).

Stand *here.* Go *there.*
The little lamb followed Mary *everywhere.*
He looked *up.* My brother is *out.*
Is Mr. Das *within* ? Come *in.*
The horses galloped *away.* Walk *backward.*

(4) **Adverbs of Manner** (which show *how* or *in what manner*).

Govind reads *clearly.* The Sikhs fought *bravely.*
This story is *well* written.
The boy works *hard.* The child slept *soundly.*
I was *agreeably* disappointed.
Slowly and *sadly* we laid him down.
Is that *so* ? You should not do *so.*
Thus only, will you succeed.

[Note.—This class includes nearly all those Adverbs which are derived from Adjectives and end in *ly.*]

(5) **Adverbs of Degree** or **Quantity** (which show *how much* or *in what degree* or *to what extent*).

He was *too* careless. Is that *any* better ?
These mangoes are *almost* ripe.
I am *fully* prepared. You are *quite* wrong.
The sea is *very* stormy. I am *rather* busy.
He is good *enough* for my purpose.
I am *so* glad. You are *partly* right.
You are *altogether* mistaken.
Things are *no* better at present.
She sings *pretty* well. He is *as* tall as Rama.

(6) **Adverbs of Affirmation** and **Negation.**

Surely you are mistaken.
He *certainly* went. I do *not* know him.

(7) **Adverbs of Reason.**

He is *hence* unable to refute the charge.
He *therefore* left school.

339. Some of the above Adverbs may belong to more than one class.

She sings *delightfully*. (Adverb of Manner.)
The weather is *delightfully* cool. (Adverb of Degree.)
Don't go *far*. (Adverb of Place.)
He is *far* better now. (Adverb of Degree.)

Note.—The above are all examples of **Simple Adverbs.** (See § 344.)

340. *Yes* and *no*, when they are used by themselves, are equivalents of sentences.

Have you typed the letter? *Yes*.
[Here *yes* stands for the sentence 'I have typed the letter'.]
Are you going to Japan? *No*.
[Here *no* means 'I am not going to Japan'.]

Exercise in Grammar. 69.

In the following sentences (1) pick out the Adverbs and tell what each modifies; (2) tell whether the modified word is a Verb, an Adjective, or an Adverb; (3) classify each Adverb as an Adverb of time, place, manner, degree, etc.:—

1. He was ill pleased.
2. Try again.
3. He is too shy.
4. We rose very early.
5. I am so glad to hear it.
6. Cut it lengthwise.
7. Too many cooks spoil the broth.
8. Are you quite sure?
9. That is well said.
10. Once or twice we have met alone.
11. The railway station is far off.
12. I have heard this before.
13. Father is somewhat better.
14. I am much relieved to hear it.
15. The walk was rather long.
16. The patient is much worse to-day.
17. She arrived a few minutes ago.
18. Ambition urges me forward.
19. She was dressed all in black.
20. We were very kindly received.
21. Her son is out in China.
22. I surely expect him to-morrow.
23. He could not speak, he was so angry.
24. You are far too hasty.
25. The secret is out.
26. He is old enough to know better.

27. I would much rather not go.
28. You need not roar.
29. Your watch is five minutes too fast.
30. He went off on Monday.
31. His health is no worse than before.
32. Wisdom is too high for a fool.
33. There is a screw loose somewhere.
34. I see things differently now.
35. Rome was not built in a day.
36. At present the Conservatives are in.
37. We have scotched the snake, not killed it.
38. Do not crowd your work so closely together.
39. The patient is no better to-day.
40. He must needs do it. 41. Do not walk so fast.
42. Put not your trust in princes.
43. Order the carriage round.
44. He has been shamefully treated.
45. I wonder you never told me.

341. When Adverbs are used *in asking questions* they are called **Interrogative Adverbs;** as,

Where is Abdul? [Inter. Adverb of Place.]
When did you come? [Inter. Adverb of Time.]
Why are you late? [Inter. Adverb of Reason.]
How did you contrive it? [Inter. Adverb of Manner.]
How many boys are in your class? [Inter. Adverb of Number.]
How high is Rajabai Tower? [Inter. Adverb of Degree.]

342. Read the sentence:—

Show me the house *where* (=in which) he was assaulted.

Here the Adverb *where* modifies the verb *was assaulted.*

Further the Adverb *where*, like a Relative Pronoun, here relates or refers back to its antecedent *house*. It is therefore called a **Relative Adverb.**

Further examples of Relative Adverbs:—

This is the reason *why* I left.
Do you know the time *when* the Punjab Mail arrives?

343. It will be now seen that according to their *use*, Adverbs are divided into three classes—

(1) Simple Adverbs, used to modify the meaning of a verb, an adjective, or an adverb; as,

I can *hardly* believe it. You are *quite* wrong.
How brightly the moon shines!

(2) Interrogative Adverbs, used to ask questions; as,

Why are you late?

(3) Relative Adverbs, which refer back to a noun as their antecedent; as,

I remember the house *where* I was born.

344. It will be noticed that—

(1) A simple Adverb merely modifies some word.

(2) An Interrogative Adverb not only modifies some word, but also introduces a question.

(3) A Relative Adverb not only modifies some word, but also refers back to some antecedent.

Forms of Adverbs.

345. Some Adverbs are the *same in form* as the corresponding Adjectives; that is, some words are used sometimes as Adjectives, sometimes as Adverbs.

Adjectives.	*Adverbs.*
He spoke in a *loud* voice.	Don't talk so *loud*.
Rama is our *fast* bowler.	Rama can bowl *fast*.
He lives in the *next* house.	When I *next* see him, I shall speak to him.
He went to the *back* entrance.	Go *back*.
Every *little* difficulty ruffles his temper.	He is *little* known outside India.
This is a *hard* sum.	He works *hard* all day.
It's an *ill* wind that blows nobody good.	I can *ill* afford to lose him.
He is the *best* boy in this class.	He behaves *best*.
He is *quick* to take offence.	Run *quick*.
Are you an *early* riser?	We started *early*.
The teacher has a *high* opinion of that boy.	Always aim *high*.
He is the *only* child of his parents.	You can *only* guess.
We have food *enough* to last a week.	She sings well *enough*.
He is no *better* than a fool.	He knows *better* than to quarrel.
There is *much* truth in what he says.	The patient is *much* better.

Remember that it is only by noticing *how a word is used* that we can tell what Part of Speech it is.

Exercise in Composition. 70.

Form sentences to illustrate the use of the following words (1) as Adjectives, (2) as Adverbs :—

Very, near, ill, only, clean, long, late, early, fast.

346. Some Adverbs have two forms, the form ending in *ly* and the form which is the same as the Adjective ; as,

He sings very *loud*. He sings very *loudly*.

Sometimes however the two forms of the Adverb have *different meanings* ; as,

Rama works *hard* (= diligently).
I could *hardly* (= scarcely) recognize him.
Stand *near*. (Opposed to *distant*.)
Rama and Hari are *nearly* (= closely) related.
He arrived *late*. (Opposed to *early*.)
I have not seen him *lately* (= recently).
I am *pretty* (= tolerably, fairly) sure of the fact.
She is *prettily* (= neatly, elegantly) dressed.

347. Some Adverbs are used as Nouns after prepositions ; as,

He lives far from *here* (= this place).
He comes from *there* (= that place).
I have heard that before *now* (= this time).
By *then* (= that time) the police arrived on the scene.
Since *when* (= what time) have you taken to smoking ?
The rain comes from *above*.

[Note.—The common use of *from* with *thence* and *whence* is wrong. *Thence* = from there ; *whence* = from where. Thus the addition of *from* to either of these words is incorrect.]

348. Certain Adverbs sometimes seem to be used as Adjectives, when some participle or adjective is understood.

The *then* king = the king *then reigning*.
A *down* train = a *down-going* train.
An *up* train = an *up-going* train.
The *above* statement = the statement *made above*.

349. In the following sentences *the* is not the definite article, but an old demonstrative pronoun used as an Adverb.

The more *the* merrier [= *by how much* the more *by so much* the merrier ; that is, the more numerous a party is, the more enjoyable it is].

The fewer *the* better [= *by how much* the fewer *by so much* the better].
The sooner *the* better [= *by how much* the sooner *by so much* the better].
He has tried it and is [so much] *the* better for it.

It will be noticed that *the* is used as an Adverb only with an adjective or another adverb in the comparative degree.

350. Nouns expressing adverbial relations of *time, place, distance, weight, measurement, value, degree,* or the like, are often used as Adverbs. Thus—

The siege lasted a *week.*	This will last me a *month.*
He went *home.*	We walked five *miles.*

The load weighs three *tons.*
It measures five *feet.*
The Gurkhas advanced a few *yards.*
The watch is worth fifty *rupees.*
The wound was *skin* deep.

A noun so used is called an **Adverbial Accusative.**

351. Sometimes Verbs are used as Adverbs ; as,
Smack went the whip.

CHAPTER XL.

COMPARISON OF ADVERBS.

352. Some Adverbs, like Adjectives, have three degrees of comparison. Such Adverbs are generally compared like Adjectives.

353. If the Adverb is of one syllable, we form the Comparative by adding *er*, and the Superlative by adding *est*, to the Positive ; as,

Fast	faster	fastest	Hard	harder	hardest
Long	longer	longest	Soon	sooner	soonest

Rama ran *fast.* (Positive.)
Arjun ran *faster.* (Comparative.)
Hari ran *fastest* of all. (Superlative.)

354. Adverbs ending in *ly* form the Comparative by adding *more* and the Superlative by adding *most* ; as,

Swiftly	more swiftly	most swiftly
Skilfully	more skilfully	most skilfully

Abdul played *skilfully*. (Positive.)
Karim played *more skilfully* than Abdul. (Comparative.)
Of all the eleven Ahmed played *most skilfully*. (Superlative.)

But note *early, earlier, earliest*.

I came *early* this morning.
Rama came *earlier*.
Abdul came *earliest* of all.

355. It will be noticed that only Adverbs of *Manner*, *Degree*, and *Time* admit of comparison.

Many Adverbs, from their nature, cannot be compared ; as,

Now, then, where, there, once.

356. Some of the commonest Adverbs form their Comparative and Superlative Degrees *irregularly*.

Positive.	*Comparative.*	*Superlative.*
Ill, badly	worse	worst
Well	better	best
Much	more	most
Little	less	least
Nigh, near	nearer	next
Far	farther	farthest
Forth	further	furthest
Late	later	last

Rama writes *well*.
Arjun writes *better* than Rama.
Hari writes *best* of all.
Do you work *much* ?
I work *more* than you do.
Hari works *most* of the three of us.

Exercise in Grammar. 71.

Compare the following Adverbs :—

Suddenly, often, near, loud, hard, wisely, patiently.

CHAPTER XLI.

FORMATION OF ADVERBS.

357. Adverbs of Manner are mostly formed from Adjectives by adding *ly* (a corruption of *like*); as,

Clever, cleverly ; wise, wisely ; kind, kindly ; foolish, foolishly ; quick, quickly ; beautiful, beautifully.

Akbar was a *wise* King.
He ruled *wisely* for many years.

When the Adjective ends in *y* preceded by a consonant, change *y* into *i* and add *ly*; as,

Happy, happily; ready, readily; heavy, heavily.

When the Adjective ends in *le*, simply change *e* into *y*; as,

Single, singly; double, doubly.

358. Some Adverbs are made up of a Noun and a qualifying Adjective; as,

Sometimes, meantime, meanwhile, yesterday, midway, otherwise.

359. Some Adverbs are compounds of *on* (weakened to *a*) and a Noun; as,

Afoot (= on foot), abed, asleep, ahead, aboard, away.

Similarly there are other Adverbs which are also compounds of some Preposition and a Noun; as,

Betimes, besides; to-day, to-morrow; overboard.

[Note.—The word *be* is an old form of the Preposition *by*.]

360. Some Adverbs are compounds of a Preposition and an Adjective; as,

Abroad, along, aloud, anew, behind, below, beyond.

361. Some Adverbs are compounds of a Preposition and an Adverb; as,

Within, without, before, beneath.

362. There is a class of Adverbs which are derived from the Pronouns *the* (= that), *he*, *who*.

PRONOUN.	ADVERBS.				
	PLACE.	MOTION TO.	MOTION FROM	TIME.	MANNER.
The	there	thither	thence	then	thus
He	here	hither	hence	...	...
Who	where	whither	whence	when	how

363. Many of the above Adverbs are compounded with Prepositions. Thus we get—

Thereby, therefrom, therein, thereof, thereon, thereto, therewith ;
hereafter, hereby, herein, hereupon, herewith ;
wherefore, wherein, whereon, whereof ;
hitherto ;
thenceforth, thenceforward ;
henceforth, henceforward.

364. Two Adverbs sometimes go together, joined by the Conjunction *and* ; as,

again and again (= more than once, repeatedly),
by and by (= before long, presently, after a time),
far and near (= in all directions),
far and wide (= comprehensively),
far and away (= by a great deal, decidedly, beyond all comparison),
first and foremost (= first of all),
now and then (= from time to time, occasionally),
now and again (= at intervals, sometimes, occasionally).
off and on (= not regularly, intermittently),
once and again (= on more than one occasion, repeatedly),
out and away (= beyond comparison, by far),
out and out (= decidedly, beyond all comparison),
over and above (= in addition to, besides, as well as),
over and over (= many times, frequently, repeatedly),
through and through (= thoroughly, completely),
thus and thus (= in such and such a way),
to and fro (= backwards and forwards, up and down).

Good books should be read *again and again.*
I warned him *again and again.*
By and by the tumult will subside.
His fame has spread *far and near.*
As a statesman he saw *far and wide.*
This is *far and away* the best course.
He is *far and away* the best bowler in our eleven.
He *now and then* writes on fiscal questions.
I write to him *now and then.*
He worked ten years, *off and on*, on his Pali Dictionary.
I have told you *once and again* that you must not read such trash.
This is *out and away* the best work on Astronomy.
He gained, *over and above* this, the good will of all people.

Over and above being hard-working he is thoroughly honest.
He reads all the novels of Scott *over and over.*
I believe Balu is *out and out* the best Hindu bowler.
He has read Milton *through and through.*
Thus and thus only we shall succeed.
He walked *to and fro,* meditating revenge.

CHAPTER XLII.

POSITION OF ADVERBS.

365. Always place an Adverb as near as possible to the word it modifies, as the meaning of a sentence is sometimes altered according to the position of the Adverb in the sentence ; as,

I have *often* thought of marrying.
I have thought of marrying *often.*
He *often* says he visits his father.
He says he *often* visits his father.

366. When an Adverb modifies an Intransitive Verb it usually *follows* it ; as,

All the boys in this class work *well.*
My friend lives *there.* They arrived *late.*
She spoke *fluently.* He died *peacefully.*

But Adverbs of time, such as *always, ever, often, seldom, never, sometimes, frequently,* are placed *before* the Verb they modify.

He *always* speaks the truth.
Nothing *ever* happens by chance.
I *often* meet him near my house.
He *seldom* makes a mistake.
He *never* confessed his fault.
I *sometimes* feel depressed.
I *frequently* visited him while in Delhi.

But these Adverbs are placed *after* the verb *to be* ; as,

He is *always* cheerful.

367. When a Verb is Transitive with an object following, the Adverb *follows* the object ; as,

I feel this insult *keenly.*
He performed his duty *creditably.*
He does his work *carefully.*

368. When a Verb is made up of an Auxiliary and a Principal verb and an Adverb qualifies it, the Adverb is usually placed *between* the Auxiliary verb and the Principal verb ; as,

> I have *often* told him to write neatly.
> I shall *certainly* miss him.
> I did *not* know his address. He is *greatly* esteemed.

369. When an Adverb modifies an Adjective or another Adverb, the Adverb usually comes immediately *before* it ; as,

> Rama is a *rather* lazy boy.
> The dog was *quite* dead.
> The bulbul sings *very* sweetly.
> Do not speak *so* fast.

But the Adverb *enough* is always placed *after* the word which it modifies ; as,

> He was rash *enough* to interrupt.
> You know well *enough* what I mean.
> He spoke loud *enough* to be heard.

370. The word *only* requires special care, as it is frequently misplaced. Note the different meanings given to the following sentences by placing *only* in different positions:—

1. *Only* he lent me a book (*i. e., he* and nobody else).
2. He *only* lent me a book (*i. e.,* he merely *lent* it, he did not give it away).
3. He lent *only* me a book (*i. e.,* to *me* and to nobody else).
4. He lent me *only* a book, *or* he lent me a book *only* (*i. e.,* a book, and nothing more).

As a general rule, the word *only* should be placed immediately *before* the word it is intended to modify ; as,

> I worked *only* two sums. [*Not,* I only worked two sums.]
> He has slept *only* three hours.
> *Only* Balu succeeded in scoring a century. [*Not,* Balu only succeeded, etc.]
> I praise him *only* when he deserves it. [*Not,* I only praise him, etc.]

Similarly the Adverbs *merely, not* and *never* should as a rule be placed *before* the word or words they modify.

> He *merely* came to inquire after my health.
> I *merely* asked his address.
> All of us are *not* rich. He *never* tells a lie.

Exercise in Composition. 72.

Put the Adverbs into the following sentences so as to make sense :—

1. The two brothers are alike (nearly).
2. He has promised to pay (faithfully).
3. There were three or four boys late (only).
4. I did not want to come (really).
5. I came to return a book (merely).
6. We can succeed by hard work (only).
7. We should speak ill of the dead (never).
8. He invited me to visit him (often).
9. I am determined to yield this point (never).
10. He charged a rupee (only).

Exercise in Composition. 73.

Put 'only' in its correct position in the following sentences :—

1. I only met him once.
2. He was only allowed to occupy the smaller room.
3. The chair only cost five rupees.
4. He has only slept two hours.
5. He only charged me two rupees.
6. Hindus are admitted only.

CHAPTER XLIII.

PARSING OF ADVERBS.

371. To parse an Adverb, we must give—

(1) Its Kind (1) according to *meaning*: whether of Time, Place, Manner, Degree, etc.
(2) according to *use*: whether Simple, Interrogative, or Relative.

(2) Its Degree of Comparison (if it can be compared): whether Positive, Comparative or Superlative.

(3) Its Use in the sentence: whether it modifies a Verb, an Adjective, or another Adverb.

Parsing Models.

(1) I saw him *yesterday*.

yesterday: Simple adverb of time, modifying the verb *saw*.

(2) He is *as* tall as his brother.

as: Simple adverb of degree, modifying the adjective *tall*.

(3) She sings *most divinely.*

most: Simple adverb of degree, superlative degree, modifying the adverb *divinely*.

divinely: Simple adverb of manner, modifying the verb *sings*.

(4) *Why* do you speak indistinctly ?

Why: Interrogative adverb of reason, modifying the verb *do speak*.

(5) Often I visit the village *where* my parents live.

where: Relative adverb modifying the verb *live*, and having *village* for its antecedent.

(6) *Bang* went the gun.

Bang: Verb used as an Adverb, modifying the verb *went*.

(7) *There* came a voice from heaven.

There: Introductory adverb.

[Here the word *there* introduces a sentence without forming a necessary part of it. Thus 'There came a voice from heaven' = 'A voice came from heaven.']

(8) *The* more, the merrier.

The: Old demonstrative pronoun used as an Adverb of quantity, modifying the adjective *more*.

Exercise in Grammar. 74.

Parse the Adverbs in the following sentences :—

1. I am not sufficiently acquainted with the details.
2. The whole plot was exceedingly well managed.
3. He that always complains is never pitied.
4. Scarcely any one of note was present there.
5. Doubtless he is a genius.
6. It is indeed alarming.
7. I am not so sure of it as you are.
8. There is a pleasure in the pathless woods.
9. Light travels faster than sound.
10. He returned sooner than we expected.
11. It is easier said than done.
12. It is all over with him.
13. As you make your bed so you must lie on it.
14. A little bird wants but a little nest.

CHAPTER XLIV.

ADVERB PHRASES.

372. Compare:

Rama spoke *loudly*.
Rama spoke *in a loud voice*.

It will be noticed that the group of words 'in a loud voice' *does the work of an Adverb*, because it tells us *how* Rama spoke. Such a group of words is called an **Adverb Phrase.**

It will be further noticed that the Adverb Phrase 'in a loud voice' is equivalent to the Adverb 'loudly'; hence we can replace an Adverb by an equivalent Adverb Phrase. But not every Adverb Phrase can be replaced by an Adverb of the same meaning. For instance, in the sentence,

The boy stood on the burning deck,

the group of words 'on the burning deck' tells *where* the boy stood. It is therefore an Adverb Phrase. But there is no Adverb which can express the meaning conveyed by this Adverb Phrase.

Exercise in Grammar. 75.

Pick out the Adverb Phrases in the following sentences, and tell the verb or adjective that each modifies :—

1. Little Jack Horner sat in a corner.
2. A gentle tap was heard at the door.
3. The earth turns on its axis.
4. The birds fly from tree to tree.
5. The angry breakers dashed upon the rocks.
6. The skipper stood beside the helm.
7. I shot an arrow into the air.
8. His brow is wet with honest sweat.
9. The beast is laid down in his lair.
10. The country is rich in minerals.
11. Beside the ungathered rice he lay.
12. I am very anxious about my child.
13. He ate and drank with kingly zest.
14. We buried him darkly at dead of night.
15. She dwelt among the untrodden ways.
16. Under a spreading chestnut-tree the village smithy stands.
17. Three wives sat up in the lighthouse tower.
18. In her ear he whispers gaily.
19. Beside a green meadow a stream used to flow.
20. I stood on the bridge at midnight.
21. There dwelt a miller hale and bold, beside the river Dee.
22. You may be easy on that score.
23. The Assyrian came down like the wolf on the fold.
24. I took him on the strength of your recommendation.

25. My days among the Dead are past.
26. The lowing herd wind slowly o'er the lea.
27. Honesty is written on his face.
28. He was frightened out of his senses.
29. They fought to the last man.
30. He stood upon his rights.
31. He persevered in the face of all obstacles.

Exercise in Composition. 76.

Substitute suitable Adverb Phrases for the Adverbs in the following sentences :—

1. He writes carefully.
2. He spoke eloquently.
3. Soon the sun will set.
4. Come quickly.
5. He won the race easily.
6. Let us act resolutely.
7. They were hurrying homeward.
8. She looked everywhere for the ring.
9. The beggar waited patiently.
10. The door was suspiciously open.
11. Thenceforward he never told a lie.
12. Don't behave rashly.
13. He acted dishonourably.
14. I had to run fast to catch the train.
15. They worked industriously.
16. He spends his time profitably.
17. Do your work thoroughly.
18. Treat your elders respectfully.

Exercise in Composition. 77.

Substitute Adverbs for the Adverb Phrases in the following sentences :—

1. That boy works with energy.
2. I will be with you in a short time.
3. He suffered with patience.
4. He met his misfortune with courage.
5. I accept your statement without reserve.
6. Seats must be booked in advance.
7. I thank you with all my heart.
8. He succeeded in the long run.

Exercise in Composition. 78.

Frame sentences containing the following Adverbial Phrases :—

At all costs ; at the top of his voice ; in a hurry ; to my satisfaction ; under lock and key ; for good ; in good time ; in the long run ; without fail.

373. Compare:—

1. The crowd *in the bazaar* was very noisy.
2. The crowd halted *in the bazaar*.

In sentence 1, the phrase 'in the bazaar' goes with the noun *crowd*. It tells us *which* crowd was very noisy. It is therefore an Adjective Phrase.

In sentence 2, the phrase 'in the bazaar' shows *where* the crowd halted; that is, it modifies the verb *halted*. It is therefore an Adverb Phrase.

Hence we see that the same phrase may be an Adjective Phrase in one sentence and an Adverb Phrase in another sentence.

Exercise in Grammar. 79.

In the following sentences which are Adjective Phrases and which Adverb Phrases?—

1. Put your shoulder to the wheel.
2. You have put a spoke in my wheel.
3. His star is in the ascendant.
4. Help a lame dog over a stile.
5. He did not anticipate the ills in store for him.
6. The cotton market is in full swing.
7. The facts are all upon the table.
8. He stood by his friend through thick and thin.
9. They fooled him to the top of his bent.
10. The curfew tolls the knell of parting day.
11. The paths of glory lead but to the grave.
12. Ill habits gather by unseen degrees.
13. I saw an aged beggar in my walk.
14. We love the play-place of our early days.
15. My days among the dead are pass'd.
16. I met a traveller from an antique land.
17. Riches I hold in light esteem.
18. In full-blown dignity see Wolsey stand.
19. In Heaven Ambition cannot dwell.
20. The quality of mercy is not strained.

CHAPTER XLV.

THE PREPOSITION.

374. Read:—

1. There is a cow *in* the field.
2. He is fond *of* tea.
3. The cat jumped *off* the chair.

In sentence 1, the word *in* shows the relation between two things — *cow* and *field*.

In sentence 2, the word *of* shows the relation between the attribute expressed by the adjective *fond* and *tea*.

In sentence 3, the word *off* shows the relation between the action expressed by the verb *jumped* and the *chair*.

The words *in, of, off* are here used as **Prepositions.**

Def.—A Preposition is a word *placed before* a noun or a pronoun to show in what *relation* the person or thing denoted by it stands in regard to something else.

[The word Preposition means 'that which is placed before'.]

It will be noticed that—

in sentence 1, the Preposition joins a Noun to another Noun ;

in sentence 2, the Preposition joins a Noun to an Adjective ;

in sentence 3, the Preposition joins a Noun to a Verb.

375. The Noun or Pronoun which is used with a Preposition is called its Object. It is in the Accusative case, and is said to be governed by the Preposition.

Thus, in sentence 1, the noun *field* is in the Accusative case, governed by the Preposition *in*.

376. A Preposition may have two or more objects ; as,

The road runs over *hill* and *plain*.

377. A Preposition is usually placed *before* its object, but sometimes it follows it ; as,

1. Here is the watch *that* you asked *for*.
2. That is the boy (*whom*) I was speaking *of*.
3. *What* are you looking *at* ?
4. *What* are you thinking *of* ?
5. *Which* of these chairs did you sit *on* ?

Note 1.—When the object is the Relative Pronoun *that*, as in sentence 1, the Preposition is always placed at the end.

The Preposition is often placed at the end when the object is an Interrogative pronoun (as in sentences 3, 4 and 5) or a Relative pronoun understood (as in sentence 2).

Note 2.—Sometimes the object is placed first for the sake of emphasis ; as,

This I insist *on*. He is known all the *world over*.

378. The Prepositions *for, from, in, on*, are often omitted before nouns of place or time ; as,

We did it last *week*. I cannot walk a *yard*. Wait a *minute*.

Kinds of Prepositions.

379. Prepositions may be arranged in the following classes:—

(1) **Simple Prepositions.**

At, by, for, from, in, of, off, on, out, through, till, to, up, with.

(2) **Compound Prepositions** which are generally formed by prefixing a Preposition (usually *a* = on, or *be* = by) to a Noun, an Adjective, or an Adverb.

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.

(3) **Phrase Prepositions** (Groups of words used with the force of a single preposition.)

according to	in accordance with	in place of
agreeably to	in addition to	in reference to
along with	in (on) behalf of	in regard to
away from	in case of	in spite of
because of	in comparison to	instead of
by dint of	in compliance with	in the event of
by means of	in consequence of	on account of
by reason of	in course of	owing to
by virtue of	in favour of	with a view to
by way of	in front of	with an eye to
conformably to	in lieu of	with reference to
for the sake of	in order to	with regard to

He succeeded *by dint of* perseverance and sheer hard work.

In case of need, 'phone to No. 32567.

By virtue of the power vested in me, I hereby order, etc.

In consequence of his illness he could not finish the work in time.

Owing to his ill health, he retired from business.

With reference to your letter of date, we regret we cannot allow any further rebate.

In order to avoid litigation, he accepted Rs. 300 in full settlement of his claim for Rs. 450.

In course of time he saw his mistake.
He died fighting *in behalf of* his country.
On behalf of the staff he read the address.
He persevered *in spite of* difficulties.
In the event of his dying without an issue, his nephew would inherit the whole property.
Instead of talking, prove your worth by doing something.
By reason of his perverse attitude, he estranged his best friends.
He acted *according to* my instructions.
Why don't you go *along with* your brother ?
In accordance with your instructions, we have remitted the amount to your bankers.
There is a big tree *in front of* his house.
Agreeably to the terms of the settlement, we herewith enclose our cheque for Rs. 325.
By way of introduction, he made some pertinent remarks.
By means of rope ladders they scaled the wall.
For the sake of their beliefs, the Puritans emigrated to America.
In course of his researches he met with many difficulties.
He abdicated the throne *in favour of* his eldest son.
He could not attend the school *because of* his father's serious illness.
He accepted the car *in lieu of* his claim for Rs. 2,500.
With a view to an amicable settlement, we offer you without prejudice Rs. 750 in full settlement of all your claims upto date.
On account of his negligence the company suffered a heavy loss.
Whatever he does, he does *with an eye to* the main chance.

380. *Barring, concerning, considering, during, notwithstanding, pending, regarding, respecting, touching,* and a few similar words which are present participles of verbs, are used absolutely without any noun or pronoun being attached to them. For all practical purposes they have become Prepositions, and are sometimes distinguished as **Participial Prepositions.**

Barring (= excepting, apart from) accidents, the mail will arrive to-morrow.
Concerning (= about) yesterday's fire, there are many rumours in the bazaar.
Considering (= taking into account) the quality, the price is not high.

Ulysses is said to have invented the game of chess *during* the siege of Troy.
Notwithstanding (= in spite of) the resistance offered by him, he was arrested by the police.
Pending further orders, Mr. Desai will act as Headmaster.
Regarding your inquiries, we regret to say that at present we are not interested in imitation silk.
Respecting the plan you mention, I shall write to you hereafter.
Touching (= with regard to) this matter I have not as yet made up my mind.

381. Several words are used sometimes as Adverbs and sometimes as Prepositions. A word is a Preposition when it governs a noun or pronoun; it is an Adverb when it does not.

Adverb.	*Preposition.*
Go, and run *about*.	Don't loiter *about* the street.
I could not come *before*.	I came the day *before* yesterday.
Has he come *in*?	Is he *in* his room?
The wheel came *off*.	The driver jumped *off* the car.
Let us move *on*.	The book lies *on* the table.
His father arrived soon *after*.	*After* a month he returned.
Take this parcel *over* to the post-office.	He rules *over* a vast empire.
I have not seen him *since*.	I have not slept *since* yesterday.

Exercise in Grammar. 80.

Name the Prepositions in the following sentences, and tell the word which each governs:—

1. Little Jack Horner sat in a corner.
2. Old Mother Hubbard, she went to the cupboard.
3. The lion and the unicorn fought for the crown.
4. Humpty Dumpty sat on a wall.
5. Wee Willie Winkie runs through the town.
6. She sat by the fire, and told me a tale.
7. Rain, rain, go to Spain, and never come back again.
8. A fair little girl sat under a tree.
9. Such a number of rooks came over her head.
10. John Gilpin was a citizen of credit and renown.
11. "Will you walk into my parlour?" said the spider to the fly.
12. Into the street the Piper stept.
13. I can never return with my poor dog Tray.
14. He worked and sang from morn till night.

15. They all ran after the farmer's wife, who cut off their tails with a carving knife.
16. One day the boy his breakfast took, and ate it by a purling brook which through his mother's orchard ran.
17. Old John, with white hair, does laugh away care, sitting under the oak, among the old folk.
18. They rise with the morning lark, and labour till almost dark.
19. By the Nine Gods he swore.
20. Under a spreading chestnut-tree the village smithy stands.
21. He goes on Sunday to the church, and sits among his boys.
22. I bring fresh showers for the thirsting flowers, from the seas and the streams.
23. Her arms across her breast she laid.
24. Mine be a cot beside the hill.
25. Around my ivied porch shall spring each fragrant flower that drinks the dew.
26. One crowded hour of glorious life is worth an age without a name.
27. I tried to reason him out of his fears.

Exercise in Grammar. 81.

Distinguish the Prepositions from Adverbs in the following sentences :—

1. Come down.
2. We sailed down the river.
3. The man walked round the house.
4. The man turned round.
5. We all went in.
6. He is in the room.
7. He hid behind the door.
8. I left him behind.
9. He sat on a stool.
10. The carriage moved on.
11. The soldiers passed by.
12. She sat by the cottage door.
13. The path leads through the woods.
14. I have read the book through.
15. The storm is raging without.
16. We cannot live without water.

Exercise in Composition. 82.

Form sentences to illustrate the use of the following words (1) as Prepositions, and (2) as Adverbs :—

Behind, up, by, along, in, about, beyond, under, before, after.

382. We have seen that the object to a Preposition is a Noun or Pronoun. Sometimes, however, the

object to a Preposition is an Adverb of Time or Place (see § 347); as,

It will be done by *then* (= that time).
Since *then* (= that time) he has not shown his face.
Come away from *there* (= that place).
He must have reached there by *now* (= this time).
How far is it from *here* (= this place)?
It cannot last for *ever*.

383. Sometimes the object to a Preposition is an Adverbial Phrase; as,

Each article was sold at *over a shilling*.
The noise comes from *across the river*.
He was not promoted to the rank of a colonel till *within a few months of his resignation*.
I sold my car for *under half its cost*.
He swore from dawn till *far into the night*.
He did not see her till *a few days ago*.
I was thinking about *how to circumvent him*.

384. A Clause can also be the object to a Preposition; as,

Pay careful attention to *what I am going to say*.
There is no meaning in *what you say*.

385. The object to a Preposition, when it is a relative pronoun, is sometimes omitted; as,

He is the man I was looking for. [Here *whom* is understood.]
These are the good rules to live by. [Here *which* is understood.]

Exercise in Composition. 83.

Fill the blanks with suitable Prepositions:—

1. The dog ran —— the road.
2. The river flows —— the bridge.
3. The work was done —— haste.
4. He is afraid —— the dog.
5. I am fond —— music.
6. He goes —— Sunday —— the church.
7. He died —— his country.
8. The steam-engine was invented —— James Watt.
9. The burglar jumped —— the compound wall.
10. The village was destroyed —— fire.
11. What is that —— me?
12. It cannot be done —— offence.

13. He spoke —— me —— Urdu.
14. They live —— the same roof.
15. I have not seen him —— Wednesday last.
16. I have known him —— a long time.
17. The moon does not shine —— its own light.
18. This is a matter —— little importance.
19. I am tired —— walking.
20. He has not yet recovered —— his illness.
21. I shall do it —— pleasure.
22. God is good —— me.
23. I will sit —— my desk to do my lesson.
24. I am sorry —— what I have done.
25. O God! Keep me —— sin.
26. I bought it —— a rupee.
27. He broke the jug —— a hundred pieces.
28. It has been raining —— yesterday.
29. I have been working hard —— arithmetic.
30. We suffered —— your neglect.
31. The exercise was written —— me —— a Swan pen.
32. "Will you walk —— my parlour?" said the spider —— the fly.
33. It is ten o'clock —— my watch.
34. There is nothing new —— the sun.
35. Do not cry —— spilt milk.
36. You, boys, must settle it —— yourselves.
37. The public are cautioned —— pickpockets.
38. They motored —— Bombay —— Poona.

386. Prepositions are very commonly used in composition with verbs, to form new verbs. Sometimes they are prefixed; as,

Outbid, overcome, overflow, overlook, undergo, undertake, uphold, withdraw, withhold, withstand.

More frequently Prepositions follow the verb and remain separate; as,

Boast of, laugh at, look for, send for.
He *boasted of* his accomplishments.
He *looked for* his watch everywhere.
Please *send for* Rama.
Everyone *laughed at* him.

Relations expressed by Prepositions.

387. The following are some of the most common relations indicated by Prepositions:—

(1) **Place**; as,

Went *about* the world; ran *across* the road; leaned *against* a wall; fell *among* thieves; quarrelled *among* themselves; *at* death's door; *athwart* the deck; stood *before* the door; stood *behind* the curtain; lies *below* the surface; sat *beside* me; plies *between* Bombay and Alibag; stand *by* me; rain comes *from* the clouds; *in* the sky; fell *into* a ditch; lies *near* his heart; Calcutta is *on* the Hooghly; the cliff hangs *over* the sea; tour *round* the world; marched *through* the town; came *to* the end of the road; put pen *to* paper; travelled *towards* Nasik; lay *under* the table; climbed *up* the ladder; lies *upon* the table; *within* the house; stood *without* the gate.

(2) **Time**; as,

After his death; *at* an early date; arrived *before* me; *behind* time; *by* three o'clock; *during* the whole day; *for* many years; *from* 1st April; *in* the afternoon; sat watching far on *into* the night; lived *under* the Moghuls; *on* Monday; *pending* his return; *since* yesterday; lasted *through* the night; *throughout* the year; wait *till* to-morrow; ten minutes *to* twelve; *towards* evening; *until* his arrival; rise *with* the sun; *within* a month.

(3) **Agency, instrumentality**; as,

Sell goods *at* auction; sent the parcel *by* post; was stunned *by* a blow; was destroyed *by* fire; heard this *through* a friend; cut it *with* a knife.

(4) **Manner**; as,

Dying *by* inches; fought *with* courage; worked *with* earnestness; won *with* ease.

(5) **Cause, reason, purpose**; as,

Laboured *for* the good of humanity; died *of* fever; the very place *for* a picnic; did it *for* our good; suffers *from* gout; died *from* fatigue; does it *from* perversity; retreated *through* fear of an ambush; concealed it *through* shame; lost his purse *through* negligence shivers *with* fever; took medicine *for* a cold.

(6) **Possession**; as,

There was no money *by* him; the mosque *of* Omar; a man *of* means; the boy *with* red hair.

(7) **Measure, standard, rate, value**; as,

He charges interest *at* nine per cent. Stories like these must be taken *at* what they are worth. Cloth is sold *by* the yard. I am taller than you *by* two inches. It was one *by* the tower-clock.

(8) **Contrast, concession**; as,

After (in spite of, notwithstanding) every effort, one may fail. *For* one enemy he has a hundred friends. *For* (in spite of) all his wealth he is not content. *With* (in spite of) all his faults I admire him.

(9) **Inference, motive, source**, or **origin**; as,

From what I know of him, I hesitate to trust him. The knights were brave *from* gallantry of spirit. He did it *from* gratitude. Light emanates *from* the sun. *From* labour health, *from* health contentment springs. This is a quotation *from* Milton. His skill comes *from* practice.

Note.—It will be seen that the same Preposition, according to the way in which it is used, would have its place under several heads.

Exercise in Grammar. 84.

Explain the force of the Prepositions in:—

1. I will do it, *for* all you may say.
2. This work is *beyond* his capacity.
3. I would do anything *before* that.
4. *After* this I wash my hands of you.
5. It is cool *for* May.
6. She made grand preparations *against* his coming.
7. It was all *through* you that we failed.
8. He was left *for* dead on the field.
9. All that they did was piety *to* this.
10. The lifeboat made straight *for* the sinking ship.
11. I shall do my duty *by* him.
12. He married *for* money.
13. A man is a man *for* all that.
14. Nothing will come *of* nothing.
15. England, *with* all thy faults, I love thee still.

388. The following Prepositions require special notice:—

(1) *In* is used with names of *countries* and *large towns*; *at* is more often used when speaking of *small towns* and *villages*; as,

He is *in* America. They live *in* Delhi.
He lives *at* Andheri *in* Salsette.

(2) *In* and *at* are used in speaking of things *at rest*; *to* and *into* are used in speaking of things *in motion*; as,

He is *in* bed. He is *at* the top of the class.
He ran *to* school. He jumped *into* the river.
The snake crawled *into* its hole.

(3) *On* is often used in speaking of things *at rest*, and *upon* of things *in motion*; as,

He sat *on* a chair. The cat sprang *upon* the table.

(4) *Till* is used of *time*, and *to* is used of *place*; as,

I slept *till* eight o'clock.
He walked *to* the end of the street.

(5) *With* often denotes the *instrument*, and *by* the *agent*; as,

He killed two birds *with* one shot.
He was stabbed *by* a lunatic *with* a dagger.

(6) *Since* is used before a noun or phrase denoting some *point* of time, and is preceded by a verb in the *present perfect* tense; as,

I have eaten nothing *since* yesterday.
He has been ill *since* Monday last.
I have not seen him *since* last week.

From is also used before a noun or phrase denoting some *point* of time, but, unlike *since*, is used with *all* the tenses; as,

I commenced work *from* 1st January.
He will join school *from* to-morrow.

(7) *In* before a noun denoting a period of time, means *at the end of*; *within* means *before the end of*; as,

I shall return *in* an hour. I shall return *within* an hour.

(8) *Between* is used with *two* persons or things, *among* with *more than two*; as,

Between Nose and Eyes a strange contest arose.
The two robbers shared the booty *between* themselves.
The Rajputs were a martial people; but they quarrelled *among* themselves.
Polyandry still exists *among* certain tribes.

(9) *Beside* means *at* (or *by*) *the side of*, while *besides* means *in addition to*; as,

Beside the ungathered rice he lay.
Besides his children, there were present his nephews and nieces.
Besides being fined, he was sentenced to a term of imprisonment.

Be careful not to use *beside* for *besides*.

Exercise in Composition. 85.

Fill in the blanks with appropriate Prepositions:—

1. He was born —— a small village —— Malabar.
2. We started —— six —— the morning.

3. He hanged himself —— a piece of cloth.
4. The portrait was painted —— a famous artist who flourished —— the sixteenth century.
5. I must start —— dawn to reach the station in time.
6. I hope to reach the station —— an hour at the outside.
7. The child has been missing —— yesterday.
8. The caravan must reach its destination —— sunset.
9. The mail train is due —— 3 P. M.
10. He travelled seven miles —— two hours.
11. He rushed —— my room, panting for breath.
12. He does not leave his house —— nine o'clock.
13. The Express departs —— 3 P. M. —— Delhi.
14. An old feud existed —— the two families.
15. Human sacrifices were practised —— the Nagas.
16. I received his message —— eight o'clock —— the morning.
17. —— last month I have seen him but once.
18. —— rice they had curry.
19. The fever has taken a turn for the better —— yesterday.
20. He has spent his life —— Calcutta.
21. I saw him felling a big tree —— a hatchet.
22. Come and sit —— me.
23. Nobody —— you knows the truth.
24. While I was —— Delhi he was —— Bombay.
25. He was killed —— the robber —— a hatchet.
26. We shall stay three months —— America.
27. Divide this rupee —— Rama and Govind.
28. —— Rustom and Sohrab, there were three other boys present.
29. —— a Ford, he has a Fiat car.

Special Prepositions.

389. (1) *Than*.—This word is usually a Conjunction, but is sometimes used as a Preposition; as,

I cannot accept less *than* three rupees for this article.
I speak of Shakespeare, *than* whom there is none greater as a dramatist.

(2) *But*.—As a rule *but* is a Conjunction. When used as a Preposition *but* means 'except', 'with the exception of'.

What can he do *but* die?
All our ambitions death defeats, *but* one.
None *but* the brave deserves the fair.
She returned all his gifts *but* one.
All is lost *but* honour.

(3) *a.*—In the following sentences the *a* is a weakened form of the Preposition *on*:—

Her wages are ten annas *a* day.
I meet him once *a* week.
Sugar is four annas *a* seer.
The house is *a*-building.
How jocund did they drive their team *a*-field.

Parsing of Prepositions.

390. In parsing a Preposition the one thing to state is its object or the words between which it shows the relation.

Example.—Humpty Dumpty sat *on* a wall.

On: Preposition, governing the noun *wall* in the accusative case (*or* showing the relation between the noun *wall* and the verb *sat*.)

CHAPTER XLVI.

WORDS FOLLOWED BY PREPOSITIONS.

391. Certain Verbs, Nouns, Adjectives, and Participles are always followed by particular Prepositions. Read the following sentences, noting appropriate Prepositions:—

Jaunpur is famous *for* its perfumes.
The goat subsists *on* the coarsest of food.
Ibrahim Adil Shah was fond *of* architecture.
India is a noble, gorgeous land, teeming *with* natural wealth.
Being apprised *of* our approach, the whole neighbourhood came out to meet their minister.
In the classical age the ideal life of the Brahman was divided *into* four stages or *ashrams*.
It is natural in every man to wish *for* distinction.
Lord Curzon was endowed *with* gifts fitted to win eminence in any field of human activity.
The writer is evidently enamoured *of* the subject.
The House of Commons was then almost inaccessible *to* strangers.
Ambition does not always conduce *to* ultimate happiness.
The true gentleman is courteous and affable *to* his neighbours.
Newly acquired freedom is sometimes liable *to* abuse.

Little Jack proved quite a match *for* the giant.

The African elephant is now confined *to* Central Africa.

Camels are peculiarly adapted *to* life in the desert.

He is a man of deep learning, but totally ignorant *of* life and manners.

The income derived *from* the ownership of land is commonly called rent.

The Moors were famous *for* their learning and their skill in all kinds of industries. [Rajas.

Alexander profited *by* the dissensions of the Punjab

Few things are impossible *to* diligence and skill.

Ancient India was largely indebted *to* Iranian ideas and practices.

Asoka, although tolerant *of* competing creeds, was personally an ardent Buddhist.

The celebrated grammarian Patanjali was a contemporary *of* Pushyamitra Sunga.

Ivory readily adapts itself *to* the carver's art.

Coleridge's poetry is remarkable *for* the perfection of its execution.

The holly tree is associated *with* scenes of good will and rejoicing.

Every quality peculiar *to* the Saxons was hateful to the Britons. [ing.

The Assyrians were acquainted *with* the art of inlay-

His duties were of a kind ill-suited *to* his ardent and daring character.

Man is entirely different *from* other animals in the utter helplessness of his babyhood.

A residence of eight years in Ceylon had inured his system *to* the tropical climate.

The ancient Greeks, though born in a warm climate, seem to have been much addicted *to* the bottle.

He (Dr. Johnson) was somewhat susceptible *to* flattery.

A man who always connives *at* the faults of his children is their worst enemy.

Naples was then destitute *of* what are now, perhaps, its chief attractions. [East.

The cat appears to have originated *in* Egypt or in the

Judged *by* its results the policy of Hastings was eminently successful. [oil.

In his work Charak often hints *at* the value of sweet

Quinine acts as a preventive *of* malaria.

It was formerly supposed that malaria was due *to* poisonous exhalations.

People who are averse *to* hard work, generally do not succeed in life.

Exercise in Composition. 86.

Construct sentences containing the following expressions :—

Afflicted with leprosy; sanguine of success; commit to memory; specific for malaria; allowance for short weight; appropriate to the occasion; abstain from animal food; antipathy to dogs; convulsed with laughter; contrary to expectation; infested with vermin; touched with pity; subversive of discipline; beneficial to health; tantamount to a refusal; worthy of praise; beset with difficulties; accountable to God; atone for misdeeds; addicted to opium; entitled to consideration; heedless of consequences; deaf to entreaties; aptitude for business; incentive to hard work; sensitive to criticism; indifferent to praise or blame.

Exercise in Composition. 87.

The following nouns take the preposition **for** *after them. Use them in sentences :—*

Affection, ambition, anxiety, apology, appetite, aptitude, blame, candidate, capacity, compassion, compensation, contempt, craving, desire, esteem, fitness, fondness, guarantee, leisure, liking, match, motive, need, opportunity, partiality, passion, pity, predilection, pretext, relish, remorse, reputation, surety.

Exercise in Composition. 88.

The following nouns take the preposition **with** *after them. Use them in sentences :—*

Acquaintance, alliance, bargain, comparison, conformity, enmity, intercourse, intimacy, relations.

Exercise in Composition. 89.

The following nouns take the preposition **of** *after them. Use them in sentences :—*

Abhorrence, assurance, charge, distrust, doubt, experience, failure, observance, proof, result, want.

Exercise in Composition. 90.

The following nouns take the preposition **to** *after them. Use them in sentences :—*

Access, accession, allegiance, alternative, antidote, antipathy, approach, assent, attachment, attention, concession, disgrace, dislike, encouragement, enmity, exception, incentive, indifference, invitation, key, leniency, likeness, limit, menace, obedience, objection, obstruction, opposition, postscript, preface, reference, repugnance, resemblance, sequel, submission, succession, supplement, temptation, traitor.

Exercise in Composition. 91.

The following nouns take the preposition **from** *after them. Use them in sentences* :—

Abstinence, cessation, deliverance, descent, digression, escape, exemption, inference, respite.

Exercise in Composition. 92.

The following adjectives and participles take the preposition **to** *after them. Use them in sentences* :—

(*a*) Abhorrent, acceptable, accessible, accustomed, addicted, adequate, adjacent, affectionate, agreeable, akin, alien, alive, amenable, analogous, applicable, appropriate, beneficial, callous, common, comparable, condemned.

(*b*) Conducive, conformable, congenial, consecrated, contrary, creditable, deaf, derogatory, detrimental, devoted, disastrous, due, entitled, equal, essential, exposed, faithful, fatal, foreign, hostile, impertinent, incidental, inclined.

(c) Indebted, indifferent, indispensable, indulgent, inimical, insensible, inured, irrelevant, favourable, hurtful, immaterial, impervious, indigenous, liable, limited, lost, loyal, material, natural, necessary.

(*d*) Obedient, obliged, offensive, opposite, painful, partial, peculiar, pertinent, pledged, preferable, prejudicial, prior, profitable, prone, reduced, related, relevant, repugnant, responsible, restricted, sacred, sensitive, serviceable, subject, suitable, suited, supplementary, tantamount, true.

Exercise in Composition. 93.

The following adjectives and participles take the preposition **in** *after them. Use them in sentences* :—

Absorbed, abstemious, accomplished, accurate, assiduous, backward, bigoted, correct, defective, deficient, experienced, diligent, enveloped, fertile, foiled, honest, implicated, interested, involved, lax, proficient, remiss, temperate, versed.

Exercise in Composition. 94.

The following adjectives and participles take the preposition **with** *after them. Use them in sentences* :—

Acquainted, afflicted, beset, busy, compatible, compliant, consistent, contemporary, contented, contrasted, conversant, convulsed, delighted, deluged, disgusted, drenched, endowed, fatigued, fired, gifted, infatuated, infected, infested, inspired, intimate, invested, overcome, popular, replete, satiated, satisfied, touched.

Exercise in Composition. 95.

The following adjectives and participles take the preposition **of** *after them. Use them in sentences :—*

Accused, acquitted, afraid, apprehensive, apprised, assured, aware, bereft, bought, cautious, certain, characteristic, composed, confident, conscious, convicted, convinced, covetous, defrauded, deprived, desirous, destitute, devoid, diffident, distrustful, dull, easy, envious, fearful, fond, greedy, guilty, heedless, ignorant, informed, innocent, irrespective, lame, lavish, negligent, productive, proud, regardless, sanguine, sensible, sick, slow, subversive, sure, suspicious, tolerant, vain, void, weary, worthy.

Exercise in Composition. 96.

The following adjectives and participles take the preposition **for** *after them. Use them in sentences :—*

Anxious, celebrated, conspicuous, customary, designed, destined, eager, eligible, eminent, fit, good, grateful, notorious, penitent, prepared, proper, qualified, ready, sorry, sufficient, useful, zealous.

Exercise in Composition. 97.

The following verbs take the preposition **to** *after them. Use them in sentences :—*

Accede, adapt, adhere, allot, allude, apologize, appoint, ascribe, aspire, assent, attain, attend, attribute, belong, conduce, conform, consent, contribute, lead, listen, object, occur, prefer, pretend, refer, revert, stoop, submit, succumb, surrender, testify, yield.

Exercise in Composition. 98.

The following verbs take the preposition **from** *after them. Use them in sentences :—*

Abstain, alight, cease, debar, derive, derogate, desist, detract, deviate, differ, digress, dissent, elicit, emerge, escape, exclude, preserve, prevent, prohibit, protect, recoil, recover, refrain.

Exercise in Composition. 99.

The following verbs take the preposition **with** *after them. Use them in sentences :—*

Associate, bear, clash, coincide, comply, condole, cope, correspond, credit, deluge, disagree, dispense, expostulate, fill, grapple, intrigue, meddle, part, quarrel, remonstrate, side, sympathize, trifle, vie.

Exercise in Composition. 100.

The following verbs take the preposition **of** *after them. Use them in sentences :—*

Acquit, beware, boast, complain, despair, die, disapprove, dispose, divest, dream, heal, judge, repent, taste.

Exercise in Composition. 101.

The following verbs take the preposition **for** *after them. Use them in sentences :—*

Atone, canvass, care, clamour, feel, hope, mourn, pine, start, stipulate, sue, wish, yearn.

Exercise in Composition. 102.

The following verbs take the preposition **in** *after them. Use them in sentences :—*

Acquiesce, dabble, delight, employ, enlist, excel, fail, glory, increase, indulge, involve, persevere, persist.

Exercise in Composition. 103.

The following verbs take the preposition **on** *after them. Use them in sentences :—*

Comment, decide, deliberate, depend, determine, dwell, embark, encroach, enlarge, impose, insist, intrude, resolve, subsist, trample.

Exercise in Composition. 104.

Fill in the blanks with appropriate Prepositions :—

1. The Nizam subscribed a handsome sum—the Flood Relief Fund. 2. His friends condoled—him—his bereavement. 3. He quarrelled—me—a trifle. 4. He readily complied —my request. 5. He dispensed—the services of his dishonest clerk. 6. He yielded—superior force. 7. He despaired—success. 8. He supplies the poor—clothing. 9. His friends disagreed—him on that point. 10. He acceded —my request. 11. He abstains—liquor. 12. He was found guilty—manslaughter. 13. He is incapable—doing good work. 14. He is married—my cousin. 15. He is sensible —your kindness. 16. He is true—his king. 17. He is involved—difficulties. 18. The auditor is entitled—his remuneration. 19. I prefer tea—coffee. 20. I don't concur—you —that opinion. 21. There is no exception—this rule. 22. I am obliged—you—your kindness. 23. I am not envious —his success. 24. I am convinced—the necessity of prudence. 25. We should rely—our own efforts. 26. I inquired—the servant if his master was at home. 27. I purposely

refrained — saying more. 28. I insisted — going. 29. I exchanged — him my gramophone — a camera. 30. I assented — his proposal. 31. I am not satisfied — your explanation. 32. You must conform — the regulations. 33. He did not profit — experience. 34. We should all aim — excellence. 35. Alcohol is injurious — health. 36. He is innocent — the crime. 37. The stories in that book are full — interest. 38. Don't associate — disreputable people. 39. Do not indulge — strong language. 40. He is dependent — his parents. 41. He is abstemious — eating and drinking. 42. He is grateful — his master — many favours. 43. He is prompt — carrying out orders. 44. He is vain — his attainments. 45. He is deficient — common sense. 46. He is vexed — me. 47. He is indifferent — his own interests. 48. He is proficient — mathematics. 49. He is not ashamed — his conduct. 50. He is devoid — sense. 51. He is suspicious — all his neighbours. 52. He has a passion — arguing. 53. Recently there has been a reduction — the price of milk. 54. He proved false — his friend. 55. A square may be equivalent — a triangle. 56. The avaricious man is greedy — gain. 57. He is very different — his brother. 58. The head-dress of the Cossacks is similar — that of the ancient Persians. 59. He was born — humble parents in Nasik. 60. His views do not accord — mine.

Exercise in Composition. 105.

Fill in the blanks with appropriate Prepositions :—

1. Temperance and employment are conducive — health. 2. A policeman rescued the child — danger. 3. Dogs have antipathy — cats. 4. He promised not to do anything repugnant — the wishes of his parents. 5. He is not the man to allow any one to encroach — his rights. 6. Some of the members of the Assembly complained — increased military expenditure. 7. Even his enemies admit that he is endowed — rare talents. 8. He inspires respect — his friends. 9. Our path is beset — difficulties. 10. He was not able to give a satisfactory explanation — his absence. 11. His illness is a mere pretext — his absence. 12. He has been very much indulgent — his children. 13. This discussion is hardly relevant — the subject. 14. Contentment is essential — happiness. 15. Early rising is beneficial — health. 16. He is not likely to do anything detrimental — our interests. 17. His benefactions must redound — his credit. 18. Only graduates are eligible — the post. 19. He is capable as a leader, but intolerant — opposition. 20. Boys over sixteen are debarred — competing. 21. Father Damien consecrated his life — ameliorating the lot of lepers. 22. That rule is not applicable —

your case. 23. A public man should be tolerant — criticism. 24. He is willing to make a concession — the demands of his employees. 25. I often find him absorbed — thought. 26. The accommodation is adequate — our needs. 27. The hotel is adjacent — the station. 28. The authorship of the book is wrongly ascribed — him. 29. Never do anything that is not compatible — public safety. 30. His father often connives — his follies. 31. Some public men are very sensitive — criticism. 32. He is addicted — gambling. 33. You need not be afraid — being late. 34. Death is preferable — disgrace. 35. Cats are tenacious — life. 36. It is not true that the study of science tends — atheism. 37. Some films are an incitement — crime. 38. He was angry — me, because he thought my remark was aimed — him. 39. The climate of Rangoon does not agree — him. 40. His plans are adverse — my interests. 41. The question of unemployment bristles — difficulties. 42. Although he was bred — the law, he became a successful journalist. 43. Generally, the rich are more covetous — money than the poor. 44. He is still smarting — rebuke. 45. He scoffed — the idea of a revolution. 46. He has reverted — his former post. 47. The battle resulted — a victory for the allies. 48. He restored the article — its rightful owner. 49. The whole theory rests — no firmer foundation than mere conjecture. 50. The ultimate decision rests — the board of directors. 51. Only when persuasion failed the police resorted — force. 52. Superstitious fears preyed — his mind and made him miserable. 53. He piques himself — his artistic taste. 54. They now jeered — him whom they had once acclaimed as their hero. 55. His followers now began to intrigue — his adversary. 56. She interceded — her husband on behalf of the people. 57. It is not easy to infer — his account the real state of affairs. 58. He died without imparting — anyone the secret of his process. 59. His statement was tantamount — a confession. 60. The facts point — a different explanation. 61. His friends prevailed — him to withdraw his resignation. 62. Few boys are not amenable — discipline.

Exercise in Composition. 106.

Fill in the blanks with appropriate Prepositions :—

1. Silkworms feed — mulberry trees. 2. Pavlova excels — dancing. 3. The wild boar abounds — some parts of Europe. 4. He has no special liking — mathematics. 5. Asoka is worthy — remembrance. 6. The godown is infested — rats. 7. There is no exception — this rule. 8. Nothing conduces — happiness so much as contentment. 9. Alcohol is injurious —

health. 10. Oil is good — burns. 11. Invalids are not capable — continued exertion. 12. The British Parliament is composed — two Houses. 13. Do not confide your secrets — every one. 14. He is abstemious — his habits. 15. He is ignorant — what he pretends to know. 16. My brother is weak — mathematics. 17. He has conceived an aversion — all kinds of profitable labour. 18. Birbal is celebrated — his witty sayings. 19. The avaricious man is greedy — gain. 20. The Atlantic separates Europe — America. 21. Adam assigned — every creature a name peculiar — its nature. 22. Temperance and employment are conducive — health. 23. A brave boy rescued the child — danger. 24. Liége was the key — Belgium. 25. Marshal Foch covered himself — glory. 26. Elizabeth knew how to inspire her soldiers — hope. 27. Long indulgence — vice impaired his once robust constitution. 28. Early rising is beneficial — health. 29. We should live in a style suited — our condition. 30. Examinations act as an incentive — diligence. 31. Hard work and perseverance are indispensable — success in life. 32. He is too miserly to part — his money. 33. He is a clever man, but unfortunately diffident — his powers. 34. Suddenly we were enveloped — dense fog. 35. Many aspire — greatness, but few attain it. 36. His income is not adequate — his wants. 37. The soil of Poona is favourable — roses. 38. I am sick — the whole business. 39. A car will be a great convenience — a busy man like him. 40. Whoever acts contrary — nature does not go unpunished. 41. The authorship of the Letters of Junius has been attributed — no less than fifty different persons. 42. The battle resulted — a victory for the allies. 43. The Germans were called baby-killers and their methods of warfare were stigmatized as a reproach — civilization. 44. The mule was partially relieved — the load. 45. America has raised a tariff wall to protect home industries — foreign competition. 46. The facts point — a different conclusion. 47. Your wish is tantamount — a command. 48. The United States is committed — the policy of total prohibition. 49. One is sure — what one sees. 50. He is indifferent alike — praise and blame.

Exercise in Composition. 107.

Fill in the blanks with appropriate Prepositions :—

1. No doubt he has achieved much, but I cannot give him credit — all that he boasts —. 2. The despotism of custom is everywhere the standing hindrance — human achievement. 3. He is indebted — his friend — a large sum. 4. What Dr. Arnold mainly aimed —, was to promote the self-development of the young minds committed — his charge. 5. He was so much

enamoured — her that he forgot his duties — his children. 6. It is difficult to agree — those critics who ascribe the works of Shakespeare — Bacon. 7. In his autobiography he refers — his abhorrence — animal diet. 8. He conversed — us — subjects — varied interest. 9. The accident happened — him — a late hour and — an out-of-the-way place. 10. A cashier is liable to render account — the money received — him. 11. The soldiers — the fort were provided — provisions to last them a year. 12. We are accountable — God — our actions. 13. Let us vie — one another — doing good. 14. His thirst — knowledge left him no leisure — anything else. 15. The rich and the poor alike nobly responded — the call — further funds. 16. For those who suffer — nerves the remedy lies — perfect rest. 17. A slave lies — the necessity — obeying his master's orders. 18. The heir — the throne was free — physical or moral taint. 19. He impressed — them that sorcery was vital — their success. 20. Methylated spirit is spirit of wine made undrinkable by mixing it — methyl to exempt it — duty. 21. To love our country, to be interested — its concerns, is natural — all men. 22. He complained — his weak eyes and lamented the necessity — spectacles. 23. Samudragupta was known — his skill — music and song; he was equally proficient — the allied art of poetry. 24. It is the grasping of power combined — the thirst — fame which constitutes ambition. 25. It would be well for us to admire what is worthy — admiration in such a people, rather than to carp — their errors. 26. The common fallacy is that intimacy dispenses — the necessity of politeness. The truth is just the opposite — this. 27. The title Master was originally prefixed — the name of a person of rank or learning; it is now restricted — boys. 28. Even as a war-minister, Pitt is scarcely entitled — all the praise which his contemporaries lavished — him. 29. History, as well as daily experience, furnishes instances of men endowed — the strongest capacity — business and affairs, who have all their lives crouched under slavery to the grossest superstition. 30. He has no liking — cards, and lately he has taken a dislike — outdoor exercise. 31. At first Turkey refused to acquiesce — the new arrangement, but ultimately yielded — the logic of facts. 32. The hippopotamus feeds chiefly — aquatic plants, but also seeks its food on land and is sometimes destructive — cultivated crops. 33. Learning is knowledge especially as acquired — study; it is frequently contrasted — knowledge or wisdom gained — experience. 34. At the eleventh hour he retired — the contest, leaving the field open — his opponent. 35. Coriolanus, with all his greatness, was entirely devoid — all sympathy — the people. 36. From this time he became habitually depressed and moody, and addicted — the frequent use

— chloral. 37. The first acts of the new administration were characterized rather — vigour than — judgment. 38. They were statesmen accustomed — the management — great affairs. 39. Measure yourself — your equals; and learn — frequent competition the place which nature has allotted — you. 40. Contrary — my instructions, he went — his depth and would certainly have met — a fatal mishap but for the timely help rendered — him.

392. Sometimes a word takes a certain Preposition after it in one context and a different Preposition in another context.

We should accommodate ourselves *to* circumstances. My friend accommodated me *with* a loan.

I differ *with* you *on* this question. Your car differs *from* mine *in* several respects.

I am anxious *about* the result. Her parents are anxious *for* her safety.

He has retired *from* business. He has retired *into* private life.

He has great influence *over* his disciples. He has hardly any influence *with* the Vizier. The remarks of his critics had considerable influence *on* his writings.

All his life he laboured *for* the good of humanity. He is labouring *under* a misapprehension. He laboured *at* his dictionary for twelve years.

Trespassers are liable *to* a fine of Rs. 50. He is liable *for* his wife's debts.

Exercise in Composition. 108.

Fill in the blanks with appropriate Prepositions:—

1. A child is not able to distinguish good — evil. Death does not distinguish — the rich and the poor. Sir Roland Ross is distinguished — his medical researches. Punch is distinguished — his hunchback. (between, by, for, from.)
2. On account of his age he is disqualified — competing. Ill health disqualifies the body — labour and the mind — study. (for, from.)
3. Innocence is not proof — scandal. He was discharged as there was no proof — his guilt. (against, of.)
4. He has no good cause — complaint. Darkness was the cause — his losing his way. (for, of.)
5. True charity does not consist — indiscriminate almsgiving. Brass consists — copper and zinc. (in, of.)

6. I am not concerned — his affairs. I am not concerned — him — that business. He was much concerned — hearing the sad news. His parents are naturally concerned — his safety. (about, at, for, in, with.)
7. He parted — his friends in high spirits. He parted — his property and went on pilgrimage to Dwarka. (from, with.)
8. He acted — fear. He acted — my suggestion. He acted — compulsion. (from, under, upon.)
9. He succeeded — the throne of his uncle. He succeeded — his object. (in, to.)
10. He agreed — my proposal. He agreed — me on that question. They could not agree — themselves. (among, to, with.)
11. The patient is now free — danger. He is free — his money. The goods were passed free — duty. (from, of, with.)
12. I prevailed — him to join our Union. He prevailed — me in the dispute. The peculiar custom prevails — the Todas. (among, over, upon.)
13. He deals — Indian goods only. Our firm deals — several leading merchants. He deals generously — his subordinates. (by, in, with.)
14. The city is well provided — corn. We should provide — risk of fire by insuring our goods. He has provided — his children. (against, for, with.)
15. The police is entrusted — the enforcement of law and order. The children were entrusted — the care of their uncle. (to, with.)
16. This edition of Ivanhoe is adapted — Indian boys. The form and structure of nests are adapted — the wants and habits of each species. Many Urdu plays are adapted — English. (for, from, to.)
17. We are all slaves — convention. No man should be a slave — his passions. (of, to.)
18. He is blind — one eye. Are you blind — your own interests ? (of, to.)
19. There is no exception — this rule. All the ministers were present at the function with the exception — Mr. Smith. He took exception — the presence of an outsider. (against, of, to.)
20. His creditors became impatient — payment. Impatient — delay, he knocked at the door rather loudly. The people became impatient — the burden of heavy taxation. (at, for, under.)

Exercise in Composition. 109.

Fill in the blanks with appropriate Prepositions :—

1. He invested his patrimony — jute shares. The Police Commissioner is invested — magisterial powers. (in, with.)
2. Let us talk — something else. For a while they talked — politics. I will talk — my son respecting his conduct (about, of, to.)
3. He takes no interest — politics. What you say has no interest — me. I have no interest — the agents of the firm. (for, in, with.)
4. He has a reputation — honesty. He has the reputation — being a good teacher. (for, of.)
5. He exercises complete authority — his followers. There is no authority — this use. I say this on the authority — the Oxford English Dictionary. Dr. Bridge is an authority — English prosody. (for, of, on, over.)
6. He fell a victim — his own avarice. The victims — cholera were mostly poor people. (of, to.)
7. I have no use — it. He has lost the use — his right arm. (for, of.)
8. There are some diseases that proceed — dirt. After visiting Agra we proceed — Delhi. Let us proceed — the work in hand. (from, to, with.)
9. He supplied the poor — clothing. He supplied clothing — the poor. (to, with.)
10. She was greatly afflicted — the loss of her only child. The old man is afflicted — gout. (at, with.)
11. The teacher impressed — us the value of discipline. We were impressed — what he said. (on, with.)
12. The operation was accompanied — little or no pain. She was accompanied — her brother. (by, with.)
13. The English allied themselves — the French. Elementary Algebra is allied — Arithmetic. (to, with.)
14. Napoleon had a genius — military tactics. Without doubt he is a genius — mathematics. (for, in.)
15. The idea originated — him while he was travelling in Japan. The fire originated — a haystack. (in, with.)
16. He jumped — a conclusion not warranted by facts. The child jumped — joy when I gave him sweets. He jumped — my offer. (at, for, to.)
17. He is negligent — whatever he does. He is negligent — his duties. (in, of.)
18. Contentment is requisite — happiness. He is told that prolonged treatment is requisite — effecting a cure. (for, to.)

19. His shattered health is the result — intemperance. Jealousy results — unhappiness. No good is likely to result — this union. (from, in, of.)
20. It does not rest — the Collector to order his release. His whole case rests — alibi. (on, with.)
21. Most of the roads in that district are not suitable — motor-cars. He lives in a style suitable — his position. (for, to.)
22. He responded — the ladies in a humorous speech. The boy immediately responded — a blow. He responded — his toast in a neat little speech. (for, to, with.)

393. Some related words take different Prepositions after them.

I acted *according to* his advice.
In *accordance with* his advice I took quinine.

She has great *affection for* her grandchildren.
The old lady is *affectionate to* all.

The flood and ebb tides *alternate with* each other.
The *alternative to* submission is death.

It is all due to his *ambition for* fame.
He is *ambitious of* fame.

He is *capable of* anything.
He has not the requisite *capacity for* this work.

He has great *confidence in* his assistant.
He is quite *confident of* success.

What a *contrast to* his brother!
What a *contrast between* them!
The present speech is mild *contrasted with* his past utterances on the same subject.

It is not likely to *derogate from* his merit.
He never said or did anything *derogatory to* his high position.

He is *descended from* a noble family.
He is a *descendant of* the former Nawab of Oudh.

He has no *desire for* fame.
He is *desirous of* visiting Agra.

He was *equal to* the occasion.
He is to be blamed *equally with* his brother.

The coat fits me well *except for* the collar.
I take *exception to* your remark.

The child is *fond of* sweets.
She has great *fondness for* children.

The drama is *founded on* an episode in the Ramayana.
It has however no *foundation in* fact.

He *hindered* me *from* going.
Child-marriage is a great *hindrance to* progress.

He is quite *infatuated with* her.
His *infatuation for* that girl led him astray.

He has no *liking for* cards.
His *dislike to* her continued to increase.

He is *neglectful of* his dress.
I have often found him *negligent in* his work.

They say he is *partial to* his friends.
Children show a *partiality for* sweetmeats.

I have no *prejudice against* foreigners.
Such a step will be *prejudicial to* your interests.

He is *prepared for* anything.
Preparatory to taking extreme measures, his father once again warned him.

Pursuant to our conversation, I now send you a cheque for Rs. 500 as my contribution to the fund.
In *pursuance of* your instructions, we are writing to-day to the Collector.

I am of opinion that he is *qualified for* the post.
He is *disqualified from* practising as a pleader.

As a *result of* the injury received by him, he died of tetanus.
It is said that nothing *resulted from* the conference.

I have great *respect for* his learning.
He is *respectful to* his superiors, without being servile.

He *seized upon* the opportunity offered to him.
The *seizure of* his property was carried out under direct orders from the Rajah.

I assure you that I am *sensible of* your kindness.
His paralysed arm is *insensible to* feeling.

Subsequent to the meeting he wrote a letter to *The Mail.*
Consequent upon this letter, the agents of the company filed a suit against him for defamation.

Trust in God and do what is right.
His *distrust of* his assistants is perhaps unfounded.

The country suffers for *want of* skilled labour.
He is *wanting in* a little common sense.

394. Sometimes a verb is followed by a preposition; sometimes no preposition follows it. The meaning however is not always the same in both cases.

I *call* that mean. I *called on* him at his office.

I don't *catch* your meaning. A drowning man *catches at* a straw.

This *closed* the proceedings. After a little higgling he *closed with* my offer.

He *commenced* life as a shop-assistant. The proceedings *commenced with* a song.

Have you *counted* the cost? I *count upon* your advice and co-operation.

He *deals* fairly *with* his customers. He *deals in* cotton and cloth.

The compounder *dispenses* medicines. His master *dispensed with* his services.

He *gained* his object by persuasion. He *gained upon* his rich uncle by his suave manners.

He *grasped* the meaning of the passage in no time. Like a shrewd man of business he *grasped at* the opportunity.

I *met* him on my way to the station. His appeals for funds *met with* a poor response.

He always *prepares* his speech. Our soldiers *prepared* themselves *for* the offensive.

The police *searched* the house of the suspect. We *searched for* the lost article.

395. Do not use the infinitive with certain words which require a preposition followed by a gerund or by a verbal noun.

He is addicted to gambling. [Not: to gamble.]
Let us aim at doing good. [Not: to do good.]
I assisted her in climbing the hill.
He is averse to playing cards.
I do not believe in pampering servants.
I am bent on attending the meeting.
He has hardly any chance of succeeding.
He is confident of securing the first prize.
The custom of tipping is prevalent everywhere.
He is desirous of visiting Japan.
He despaired of achieving his object.
There is some difficulty in perceiving his meaning.
Hereafter he is disqualified for holding any government post.
Remember the duty of helping the poor.
Pavlova excels in dancing.
You can have no excuse for talking bluntly.
He is expert in inventing stories.
I am fond of reading novels.
The firm was fortunate in securing the Rajah's patronage.

What hindered you from visiting the Museum?
He was disappointed in the hope of being rewarded.
He felt the humiliation of withdrawing his words.
We should be indefatigable in doing good.
I insisted on having my say.
He is intent on visiting Norway.
You were not justified in imputing motives to him.
He has a knack of doing it.
He appreciated the necessity of acting promptly.
He persisted in disobeying the orders.
He lacks the power of imparting, although he is a good mathematical scholar.
The practice of cramming is rightly regarded as an evil.
It was only a pretext for delaying the matter.
What is there to prevent him from leaving Madras?
I had the privilege of knowing him intimately.
They were prohibited from entering the village.
I refrained from hurting his feelings.
You were right in suspecting him.
There is little satisfaction in sitting idle.
He has no scruple in begging.
He succeeded in convincing his critics.
He thought of eluding his pursuers.
I am tired of writing letters to him.

Note.—Sometimes both constructions are allowable; *e.g.*,

He was afraid of telling the truth.
He was afraid to tell the truth.
He at last got the opportunity of meeting him.
He at last got the opportunity to meet him.

396. On the other hand certain words always take the infinitive after them; as,

He advised us to desist from that attempt.
I decline to say anything further.
I expect to meet opposition.
It is hard to get access to him.
He hopes to win the first prize.
We are all inclined to judge of others as we find them.
He intends to compile a Marathi dictionary.

397. Prepositions are sometimes inserted where they are not required; as,

Where have you been to? [Here *to* is not required.]
My eldest son is a boy of about eighteen years old. [Here *of* is not required.]
After having finished my work I went home. [Here *after* is not required.]

398. Prepositions are sometimes wrongly omitted; as,

What use is it? [Incorrect.]
His conduct admits no excuse. [Incorrect.]

We should say—

Of what use is it?
His conduct admits of no excuse.

CHAPTER XLVII.

THE CONJUNCTION.

399. Read the following sentences:—

1. God made the country *and* man made the town.
2. Our hoard is little, *but* our hearts are great.
3. She must weep *or* she will die.
4. Two *and* two make four.

In 1, 2 and 3, the Conjunctions join together two sentences.

In 4, the Conjunction joins together two words only. (See § 400.)

Def.—A Conjunction is a word which merely *joins* together sentences, and sometimes words.

400. Conjunctions join together sentences and often make them more compact; thus,

'Balu *and* Vithal are good bowlers'

is a short way of saying

'Balu is a good bowler *and* Vithal is a good bowler.

So,

'The man is poor, *but* honest'

is a contracted way of saying

'The man is poor, *but* he is honest.'

Sometimes, however, the Conjunction *and* joins words only; as,

Two *and* two make four.
Hari *and* Rama are brothers.
Hari *and* Rama came home together.

Such sentences cannot be resolved into two sentences.

401. Conjunctions must be carefully distinguished from Relative Pronouns, Relative Adverbs, and Prepositions, which are also connecting words.

1. This is the house *that* Jack built. (Relative Pronoun.)
2. This is the place *where* he was murdered. (Relative Adverb.)
3. Take this *and* give that. (Conjunction.)

In sentence 1, the Relative Pronoun *that* refers to the noun *house*, and also joins the two parts of the sentence.

In sentence 2, the Relative Adverb *where* modifies the verb *was murdered* and also joins the two parts of the sentence.

In sentence 3, the Conjunction *and* simply joins the two parts of the sentence; *it does no other work.*

It will thus be seen that—

Relative Pronouns and Relative Adverbs also join; but they do more.

Conjunctions merely join; they do no other work.

Observe that a Preposition also joins two words, but it does more; it governs a noun or pronoun; as,

He sat *beside* Rama. He stood *behind* me.

402. Some Conjunctions are used in pairs; as,

Either —— or.	*Either* take it *or* leave it.
Neither —— nor.	It is *neither* useful *nor* ornamental.
Both —— and.	We *both* love *and* honour him.
Though —— yet.	*Though* he is suffering much pain, *yet* he does not complain.
Whether —— or.	I do not care *whether* you go *or* stay.
Not only —— but also.	*Not only* is he foolish, *but also* obstinate.

Conjunctions which are thus used in pairs are called **Correlative Conjunctions** or merely **Correlatives.**

403. When Conjunctions are used as Correlatives, each of the correlated words should be placed *immediately before* the words to be connected; as,

He visited *not only* Agra, *but also* Delhi.
(*Not*) He *not only* visited Agra, *but also* Delhi.

404. We use many compound expressions as Conjunctions; these are called **Compound Conjunctions.**

In order that.	The notice was published *in order that* all might know the facts.
On condition that.	I will frogive you *on condition that* you do not repeat the offence.
Even if.	Such an act would not be kind *even if* it were just.

So that.	He saved some bread *so that* he should not go hungry on the morrow.
Provided that.	You can borrow the book *provided that* you return it soon.
As though.	He walks *as though* he is slightly lame.
Inasmuch as.	I must refuse your request, *inasmuch as* I believe it unreasonable.
As well as.	Rama *as well as* Govind was present there.
As soon as.	He took off his coat *as soon as* he entered the house.
As if.	He looks *as if* he were weary.

Classes of Conjunctions.

405. As we shall see Conjunctions are divided into two classes: Co-ordinating and Subordinating.

Read the sentence:

Birds fly *and* fish swim.

The sentence contains two *independent* statements or two statements of *equal rank* or importance. Hence the Conjunction joining together these two statements or clauses of *equal rank* is called a **Co-ordinating Conjunction.** ['Co-ordinating' means *of equal rank.*]

Def.—A Co-ordinating Conjunction joins together clauses of *equal rank.*

406. The chief Co-ordinating Conjunctions are:—

And, but, for, or, nor, also, either......or, neither......nor.

407. Co-ordinating Conjunctions are of four kinds:

(1) **Cumulative** or **Copulative** which merely *add* one statement to another; as,

We carved not a line, *and* we raised not a stone.

(2) **Adversative** which express opposition or *contrast* between two statements; as,

He is slow, *but* he is sure.
I was annoyed, *still* I kept quiet.
I would come; *only* that I am engaged.
He was all right; *only* he was fatigued.

(3) **Disjunctive** or **Alternative** which express a *choice* between two alternatives; as,

She must weep *or* she will die.
Either he is mad, *or* he feigns madness.
Neither a borrower, *nor* a lender be.
They toil not, *neither* do they spin.
Walk quickly, *else* you will not overtake him.

(4) **Illative** which express an *inference*; as,

Something certainly fell in; *for* I heard a splash.
All precautions must have been neglected, *for* the plague spread rapidly.

408. Any of the Co-ordinating Conjunctions, with the exception of *or, nor*, may be omitted and its place taken by a comma, semi-colon, or colon; as,

Rama went out to play; Hari stayed in to work.

409. Read the sentence:

I read the paper *because* it interests me.

The sentence contains two statements or clauses one of which 'because it interests me' is *dependent* on the other. Hence the Conjunction introducing the *dependent* or *subordinate* clause is called a **Subordinating Conjunction.**

Def.—A Subordinating Conjunction joins a clause to another on which it depends for its full meaning.

410. The chief Subordinating Conjunctions are:—

After, because, if, that, though, although, till, before, unless, as, when, where, while.

After the shower was over the sun shone out again.
A book's a book, *although* there is nothing in it.
As he was not there, I spoke to his brother.
He ran away *because* he was afraid.
Answer the first question *before* you proceed further.
Take heed *ere* it be too late.
Except ye repent, you shall all likewise perish.
You will pass *if* you work hard.
Sentinels were posted *lest* the camp should be taken by surprise.
Since you say so, I must believe it.
Tell them *that* I will come.
He finished first *though* he began late.
Will you wait *till* I return?
He will not pay *unless* he is compelled.
I waited for my friend *until* he came.
I have no tears, *else* would I weep for thee.
When I was younger I thought so.
I do not know *whence* he comes.
He found his watch *where* he had left it.
I do not understand *how* it all happened.
Make hay *while* the sun shines.
I shall go *whither* fancy leads me.
I know not *why* he left us.

411. The word *than* is also a Subordinating Conjunction:—

He is taller *than* I (am tall).
I like you better *than* he (likes you).
I like you better *than* (I like) him.
Hari is more stupid *than* Dhondu (is stupid).
His bark is worse *than* his bite (is bad).

[See § 389 (1).]

412. Subordinating Conjunctions may be classified according to their meaning, as follows:—

(1) **Time.**

I would die *before* I lied.
No nation can be perfectly well governed *till* it is competent to govern itself.
Many things have happened *since* I saw you.
I returned home *after* he had gone.
Ere he blew three notes, there was a rustling.

(2) **Cause** or **Reason.**

My strength is as the strength of ten, *because* my heart is pure.
Since you wish it, it shall be done.
As he was not there, I spoke to his brother.
He may enter, *as* he is a friend.

(3) **Purpose.**

We eat *that* we may live.
He held my hand *lest* I should fall.

(4) **Result** or **Consequence.**

He was so tired *that* he could scarcely stand.

(5) **Condition.**

Rama will go *if* Hari goes.
Grievances cannot be redressed *unless* they are known.

(6) **Concession.**

I will not see him, *though* he come.
Though he slay me, yet will I trust him.
A book's a book, *although* there's nothing in it.

(7) **Comparison.**

He is stronger *than* Rustum [is].

413. Certain words are used both as Prepositions and Conjunctions. [See § 381.]

Preposition.	*Conjunction.*
Stay *till* Monday.	We shall stay here *till* you return.
I have not met him *since* Monday.	We shall go *since* you desire it.

He died *for* his country.	I must stay here, *for* such is my duty.
The dog ran *after* the cat.	We came *after* they had left.
Everybody *but* Ganpat was present.	He tried, *but* did not succeed.
He stood *before* the painting.	Look *before* you leap.

Exercise in Grammar. 110.

Point out the Conjunctions in the following sentences, and state whether they are Co-ordinating or Subordinating :—

1. You will not succeed unless you work harder.
2. We arrived after you had gone.
3. I waited till the train arrived.
4. Bread and milk is wholesome food.
5. You will get the prize if you deserve it.
6. When you are called, you must come in at once.
7. Do not go before I come.
8. I cannot give you any money, for I have none.
9. Since you say so, I must believe it.
10. He fled lest he should be killed.
11. I shall be vexed if you do that.
12. We got into the port before the storm came on.
13. He was sorry after he had done it.
14. I did not come because you did not call me.
15. He is richer than I am.
16. My grandfather died before I was born.
17. I will stay until you return.
18. Catch me if you can.
19. Tom runs faster than Harry.
20. Is that story true or false ?
21. You will be late unless you hurry.
22. He asked whether he might have a holiday.
23. Give me to drink, else I shall die of thirst.
24. If I feel any doubt, I ask.
25. He deserved to succeed, for he worked hard.
26. He will be sure to come if you invite him.
27. We can travel by land or water.
28. The earth is larger than the moon.
29. Either you are mistaken, or I am.
30. I shall go, whether you come or not.
31. Unless you tell me the truth, I shall punish you.
32. I hear that your brother is in London.
33. Blessed are the merciful, for they shall obtain mercy.

Exercise in Composition. 111.

Use these Conjunctions in complete sentences :—

(1) But, either......or, neither......nor, whether......or.
(2) That, before, how, as, unless, until, though, when, while, where, if, than.

Exercise in Composition. 112.

Fill the blanks with appropriate Conjunctions :—

1. Be just —— fear not.
2. I ran fast,—— I missed the train.
3. He fled,—— he was afraid.
4. Make haste,—— you will be late.
5. —— you try, you will not succeed.
6. I am sure —— he said so.
7. Wait —— I return.
8. Do not go —— I come.
9. He finished first —— he began late.
10. Take care —— you fall.
11. Take a lamp,—— the night is dark.
12. —— he was ambitious I slew him.
13. Open rebuke is better —— secret love.
14. —— you eat too much you will be ill.
15. I shall not go —— I am invited.
16. He has succeeded better —— he hoped.
17. I do it —— I choose to.
18. —— duty calls us we must obey.
19. Live well —— you may die well.
20. Think nought a trifle,—— it small appear.
21. The purse has been lost —— stolen.
22. Rustum is slow —— sure.
23. He remained at home —— he was ill.
24. —— he was industrious, I encouraged him.

Exercise in Composition. 113.

Fill each blank in the following sentences with an appropriate Conjunction :—

1. Three —— three make six.
2. Is his name Sen —— Gupta ?
3. He will not come —— it rains.
4. —— you run, you will not overtake him.
5. He is very rich —— he is not happy.
6. —— I return, stay where you are.
7. He was punished,—— he was guilty.
8. He behaved —— a brave man should do.
9. There is no doubt —— the earth is round.
10. I wonder —— he will come.

11. He is witty —— vulgar.
12. Will you kindly wait —— I return ?
13. Karim is tall,—— Abdul is taller.
14. He lost his balance —— fell off the bicycle.
15. He tried hard —— did not succeed.
16. Is this my book —— yours ?
17. Water —— oil will not mix.
18. They left —— we returned.
19. The vase will break —— you drop it.
20. I shall not go out now —— it is raining very heavily.
21. Trains run from this station every few minutes —— we shall not have to wait.
22. Man proposes —— God disposes.
23. Time —— tide wait for no man.
24. Virtue ennobles,—— vice degrades.
25. This —— that must suffice.
26. The train was derailed —— no one was hurt.
27. She writes slowly —— neatly.
28. I believe him —— he is truthful.
29. You will not get the prize —— you deserve it.
30. Send for me —— you want me.
31. Hari will do all right,—— he perseveres.
32. Catch me —— you can.
33. He told me —— you had arrived an hour ago.
34. You will never succeed —— you try.
35. —— I were you, I'd keep quiet.
36. Wait —— I come. 37. Be just —— fear not.
38. Tell me —— you understand.
39. We will come,—— it rains —— not.
40. Make hay —— the sun shines.
41. It is long time —— we last saw him.
42. Please write —— I dictate.
43. It is hoped —— all will go well.
44. Give me —— poverty —— riches.
45. He is taller —— I (am).
46. —— I cannot get away, I will go next week.
47. —— you wish it, it shall be done.
48. Why is our food so sweet ? —— we earn before we eat.
49. Take heed —— you fall.
50. He gazed so long —— both his eyes were dazzled.
51. —— there is life there is hope.
52. Walk on —— you come to the gate.
53. They say —— he is better.
54. I have been in such a pickle —— I saw you last.
55. His plans,—— vast, were never visionary.
56. Some people live —— they may eat.
57. He went —— I came.

58. He will starve —— he will steal.
59. I would rather suffer —— that you should want.
60. —— there is something to be done, the world knows how to get it done.
61. —— I grant his honesty I suspect his memory.
62. —— I am poor, I am not dishonest.
63. No one knows —— he went.
64. Come —— you please.
65. Do —— you are bidden.
66. He must have passed this way,—— there is no other road.
67. —— respected, he is not liked.
68. We all know —— sin and sorrow go together.
69. I don't know —— he will be here.
70. Grievances cannot be redressed —— they are known.
71. We shall fail —— we are industrious.
72. —— it was late we decided to set out.
73. I am well,—— I do not feel very strong.
74. —— he is there, I shall see him.
75. How can he buy it —— he has no money ?
76. —— you are not ready, we must go on.
77. The building has been razed —— I visited the city.
78. Love not sleep,—— thou come to poverty.
79. He bled so profusely —— he died.
80. I know you better —— he (does).

Exercise in Composition. 114.

Join each pair of the following sentences by means of a suitable Conjunction. Make such changes as are necessary :—

1.	My brother is well.	My sister is ill.
2.	He sells mangoes.	He sells oranges.
3.	He did not succeed.	He worked hard.
4.	Rama played well.	Hari played well.
5.	I honour him.	He is a brave man.
6.	You may go.	I will stay.
7.	Rama reads for pleasure.	Hari reads for profit.
8.	We decided to set out.	It was late.
9.	He was poor.	He was honest.
10.	He is not a knave.	He is not a fool.
11.	We love Bahdur.	He is a faithful dog.
12.	Rustum made twelve runs.	He was caught at the wicket.
13.	He is rich.	He is not happy.
14.	The sheep are grazing.	The oxen are grazing.
15.	He is poor.	He is contented.
16.	This mango is large.	This mango is sweet.
17.	My brother was not there.	My sister was not there.

18.	The boy is here.	The girl is here.
19.	The piper played.	The children danced.
20.	You must be quiet.	You must leave the room.
21.	He sat down.	He was tired.
22.	Rama works hard.	Hari is idle.
23.	I lost the prize.	I tried my best.
24.	I like him.	He is dangerous.
25.	I went to the shop.	I bought a slate.
26.	He is slow.	He is sure.
27.	I know.	He does not think so.
28.	You are tall.	My brother is taller.
29.	Hari went to school.	Sita stayed at home.
30.	He must start at once.	He will be late.
31.	I shall sit still.	I shall listen to the music.
32.	Hari did not come.	He did not send a letter.
33.	I ran fast.	I missed the train.
34.	Karim works hard.	Abdul works harder.
35.	He must be tired.	He has walked twelve miles.
36.	It is autumn.	The leaves are falling.
37.	I will come.	I am not ill.
38.	I will bring your umbrella.	You wish it.
39.	He remained cheerful.	He has been wounded.
40.	He went out.	The rain stopped.
41.	He ran to the station.	He missed the train.
42.	I came.	I was unwilling.
43.	Men have fought for their country.	Men have died for their country.
44.	He was afraid of being late.	He ran.
45.	Hari does not write fast.	He writes very well.
46.	The boy is dangerously ill.	The boy's head was hurt.
47.	The old man fell down the steps.	He broke his leg.
48.	He tried to get up.	He could not.
49.	Mother is at home.	Father is at home.
50.	I have a cricket bat.	I have a set of stumps.
51.	We went early to the circus.	We could not get a seat.
52.	He must do as he is told.	He will be punished.
53.	The prisoner fell down on his knees.	The prisoner begged for mercy.
54.	Sita goes to school.	Ganga goes to school.
55.	Rama may be in the house.	Rama may be in the garden.

Exercise in Grammar. 115.

Distinguish as Adverb, Preposition, or Conjunction, each of the italicized words in the following sentences :—

1. He came *before* me.
2. He came two hours *before.*
3. He came *before* I left.

4. Have you ever seen him *since* ?
5. I have not seen him *since* Monday.
6. I have not seen him *since* he was a child.

7. Man wants *but* little here below.
8. He yearns for nothing *but* money.
9. We shall go, *but* you will remain.

10. He arrived *after* the meeting was adjourned.
11. He arrived *after* the meeting.
12. He arrived soon *after.*

Parsing of Conjunctions.

414. To parse a Conjunction, we must state—

(1) Its Kind: whether Co-ordinating or Subordinating.

(2) What it connects.

Parsing Models.

(1) *Both* Rama *and* Hari are ill.

Both: Co-ordinating Conjunction, correlative with *and.*

and: Co-ordinating Conjunction, joining the two nouns *Rama* and *Hari.*

(2) We eat *that* we may live.

that: Subordinating Conjunction, joining the clause *We eat* to the clause *We may live.*

CHAPTER XLVIII.

SOME CONJUNCTIONS AND THEIR USES.

415. Since, as a Conjunction, means—

(1) *From and after the time when* ; as,

I have been in such a pickle *since* I saw you last.
Many things have happened *since* I left school.
I have never seen him *since* that unfortunate event happened.

Note.—*Since*, when used as a Conjunction in this sense, should be preceded by a verb in the *present perfect tense*, and followed by a verb in the *past indefinite tense*.

(2) *Seeing that, inasmuch as*; as,

> *Since* you wish it, it shall be done.
> *Since* you will not work, you shall not eat.
> *Since* that is the case, I shall excuse you.

416. Or is used—

(1) To introduce an alternative; as,

> Your purse *or* your life.
> You must work *or* starve.
> You may take this book *or* that one.

Note.—There may be several alternatives each joined to the preceding one by *or*, presenting a choice between any two in the series; as,

> He may study law *or* medicine *or* engineering, *or* he may enter into trade.

(2) To introduce an alternative name or synonym; as,

> The violin *or* fiddle has become the leading instrument of the modern orchestra.

(3) To mean *otherwise*; as,

> We must hasten, *or* night will overtake us.

(4) As nearly equivalent to *and*; as,

> The troops were not wanting in strength *or* courage, but they were badly led.

417. If is used to mean—

(1) *On the condition or supposition that*; as,

> *If* he is there, I shall see him.
> *If* that is so, I am content.

(2) *Admitting that*; as,

> *If* I am blunt, I am at least honest.
> *If* I am poor, yet I am honest.

(3) *Whether*; as,

> I asked him *if* he would help me.
> I wonder *if* he will come.

(4) *Whenever*; as,

> *If* I feel any doubt I inquire.

If is also used to express wish or surprise; as,

> *If* I only knew!

418. That, as a Conjunction, retains much of its force as a Demonstrative Pronoun. Thus the sentence

'I am told that you are miserable' may be transposed into 'You are miserable; I am told *that*.'

That is now used—

(1) To express a Reason or Cause, and is equivalent to *because, for that, in that*; as,

> Not *that* I loved Cæsar less, but *that* I loved Rome more.
> He was annoyed *that* he was contradicted.

(2) To express a Purpose, and is equivalent to *in order that*; as,

> We sow *that* we may reap.
> He kept quiet *that* the dispute might cease.

(3) To express a Consequence, Result, or Effect; as,

> I am so tired *that* I cannot go on.
> He bled so profusely *that* he died.
> He was so tired *that* he could scarcely stand.

419. Than, as a Conjunction, follows adjectives and adverbs in the comparative degree; as,

> Wisdom is better *than* rubies (are).
> I see you oftener *than* (I see) him.
> I am better acquainted with the country *than* you are.
> I would rather suffer *than* that you should want.

420. Lest is used as a Subordinating Conjunction expressing a negative purpose, and is equivalent to 'in order that . . . not', 'for fear that'; as,

> Love not sleep, *lest* thou come to poverty.
> Do not be idle, *lest* you come to want.
> He fled *lest* he should be killed.
> I was alarmed *lest* we should be wrecked.

Note.—The modern idiomatic construction after *lest* is *should*.

After certain expressions denoting fear or apprehension, *lest* was used as equivalent to *that*; as,

> I feared *lest* I might anger thee.

421. While is used to mean—

(1) *During the time that, as long as*; as,

> *While* he was sleeping, an enemy sowed tares.
> *While* there is life there is hope.

(2) *At the same time that*; as,

> The girls sang *while* the boys played.
> *While* he found fault, he also praised.

(3) *Whereas*; as,

While I have no money to spend, you have nothing to spend on.
While this is true of some, it is not true of all.

422. Only, as a Conjunction, means *except that, but, were it not (that)*; as,

A very pretty woman, *only* she squints a little.
The day is pleasant, *only* rather cold.
He does well, *only* that he is nervous at the start.
I would go with you, *only* I have no money.

423. Except was once in good use as a Conjunction; as,

Except (= unless) ye repent, ye shall all likewise perish.
Except a man be born again, he cannot see the Kingdom of God.

In modern English its place has been taken by *unless.*

424. Without.—The use of *without* as a Conjunction meaning *unless* is now bad English; as,

I shall not go *without* you do.

425. Because, for, since.—Of these three Conjunctions, *because* denotes the closest causal connection, *for* the weakest, *since* comes between the two.

Exercise in Composition. 116.

Fill the blanks with Conjunctions:—

1. I am in the right,—— you are in the wrong.
2. The most exquisite work of literary art exhibits a certain crudeness and coarseness,—— we turn to it from nature.
3. The Crusaders struck the death-blow to the feudal system,—— opened the way in Europe for the successful struggle for Liberty.
4. There never can be prosperity in any country —— all the numerous cultivators of the soil are permanently depressed and injured.
5. Giving up wrong pleasure is not self-sacrifice,—— self-culture.
6. Conform thyself then to thy present fortune —— cut thy coat according to thy cloth.
7. Inconsistency consists in a change of conduct —— there is no change of circumstances which justify it.

8. The disgust felt towards any kind of knowledge is a sign —— that it is prematurely presented,—— that it is presented in an indigestible form.
9 —— do the learned know what sort of mortals inhabit beyond those mountains,—— whether they be inhabited at all.
10. His ambition was inordinate,—— he was jealous of every man of ability.
11. Just laws are no restraint upon the freedom of the good,—— the good man desires nothing which a just law will interfere with.
12. We judge ourselves by what we feel capable of doing,—— others judge us by what we have already done.
13. My worthy friend Sir Roger is one of those who is not only at peace with himself,—— beloved and esteemed by all about him.
14. The fleets of the enemy were not merely defeated, —— destroyed.
15. As long as he (William of Orange) lived, he was the guiding-star of a brave nation; —— he died the little children cried in the street.
16. No one likes puns, alliterations, antithesis, argument and analysis better than I do; —— I sometimes had rather be without them.
17. If (the game of fives) is "the finest exercise for the body,—— the best relaxation for the mind."
18. He (Omar Khayyam) abhorred hypocrisy,—— he was not too stern with the hypocrite.
19. Our proudest title is not that we are the contemporaries of Darwin,—— that we are the descendants of Shakespeare.
20. He (Henry Bradshaw) knew more about printed books —— any man living.
21. Are you impatient with the lark —— he sings rather than talks?
22. Trust the man who hesitates in his speech and is quick and steady in action,—— beware of long arguments and long beards.
23. Religion does not banish mirth —— only moderates and sets rules to it.
24. A man's real character will always be more visible in his household —— anywhere else.
25. —— grandfather was old and gray-haired,—— his heart leaped with joy whenever little Alice came fluttering, like a butterfly, into the room.

26. He that is slow to anger is better —— the mighty.
27. —— we approached the house, we heard the sound of music.
28. The ravine was full of sand now,—— it had once been full of water.
29. The harvest truly is plenteous,—— the labourers are few.
30. A vessel that once gets a crack,—— it may be cunningly mended, will never stand such rough usage as a whole one.
31. Give every man thy ear,—— few thy voice.
32. Virtue —— wise action lies in the mean between the two extremes of too little and too much.
33. And God called the light Day,—— the darkness he called Night.
34. That is a good book which is opened with expectation,—— closed with profit.
35. Clive was only twenty-seven,—— his country already respected him as one of her first soldiers.
36. The Restoration crushed for a time the Puritan party, —— placed supreme power in the hands of a libertine.
37. Of his voyage little is known,—— that he amused himself with book and with his pen.
38. —— she had given up novel writing, she was still fond of using her pen.
39. —— Addison was in Ireland, an event occurred to which he owes his high and permanent rank among British writers.
40. —— life —— property was safe, and the poor and the weak were oppressed by the strong.
41. —— —— Greek and Latin,—— all Aryan languages have their peaceful words in common.
42. He was an oppressor ; —— he had at least the merit of protecting his people against all oppression except his own.
43. The just fame of Hastings rises still higher,—— we reflect that he was not bred a statesman.
44. The right of self-defence is founded in the law of nature,—— is not and cannot be superseded by the law of society.
45. Let the superstructure of life be enjoyment,—— let its foundation be in solid work.
46. —— I was not a stranger to books, I had no practical acquaintance with men.

47. Poetry takes me up so entirely —— I scarce see what passes under my nose.
48. A gentleman made it a rule in reading to skip over all sentences —— he spied a note of admiration at the end.
49. —— a fog rolled over the city in the small hours, the early part of the night was cloudless.
50. —— I were personally your enemy, I might pity and forgive you.

Exercise in Composition. 117.

Fill the blanks with Conjunctions :—

1. —— somewhat pompous, he was an entertaining companion.
2. "Mr. Johnson," said I, "I do indeed come from Scotland, —— I cannot help it."
3. The man that stands by me in trouble I won't bid him go —— the sun shines again.
4. —— you are upon Earth enjoy the good things that are here, —— be not melancholy.
5. The art of pleasing is a very necessary one to possess; —— a very difficult one to acquire.
6. Never maintain an argument with heat and clamour, —— you think or know yourself to be in the right.
7. —— I am in a serious humour, I very often walk by myself in Westminster Abbey.
8. I am persuaded —— the translators of the Bible were masters of an English style much fitter for that work —— any we see in our present writings.
9. He [Chaucer] must have been a man of most wonderful comprehensive nature, —— he has taken into the compass of his *Canterbury Tales* the various manners and humours of the whole English nation, in his age.
10. It is the common doom of man —— he must eat his bread by the sweat of his brow.
11. It is a sort of paradox, —— it is true: we are never more in danger —— when we think ourselves most secure.
12. I have imposed upon myself, —— I have been guilty of no other imposition.
13. One of the pleasantest things in the world is going a journey; ——, I like to go by myself. I can enjoy society in a room; ——, out of doors, nature is company enough for me.

14. It [the game of fives] is the finest exercise for the body,—— the best relaxation for the mind.
15. Religion does not banish mirth,—— only moderates and sets rules to it.
16. Fit words are better —— fine ones.
17. I like political changes —— such changes are made as the result, not of passion, but of deliberation and reason.
18. Civilized man,—— let loose and the bonds of morality relaxed, is a far greater beast —— the savage, more refined in his cruelty, more fiend-like in every act.
19. The man who eats in a hurry loses both the pleasure of eating —— the profit of digestion.
20. Let a man sleep —— he is sleepy,—— rise —— the crow of the cock,—— the glare of the sun, rouses him from his torpor.
21. It is a great loss to a man —— he cannot laugh.
22. Impure air can never make pure blood ; —— impure blood corrupts the whole system.
23. Never refuse to entertain a man in your heart —— all the world is talking against him.
24. —— you would be healthy, be good.
25. —— you have a sword —— a pen in your hand, wield —— the one —— the other in a spirit of insolent self-reliance.
26. A regular bath in the morning,—— with very feeble and delicate subjects, has always an invigorating effect.
27. There is no more sure sign of a shallow mind —— the habit of seeing always the ludicrous side of things.
28. An honest hater is often a better fellow —— a cool friend ; —— it is better not to hate at all.
29. There was no virtue that Dr. Arnold laboured more sedulously to instil into young men —— the virtue of truthfulness.
30. The teachers of morality discourse like angels,—— they live like men.
31. Massacres —— disorders never pave the way to peace.
32. Natural thirst is more deliciously gratified with water, —— artificial thirst is with wine.
33. Woman was not meant to be —— an unthinking drudge,—— the merely pretty ornament of man's leisure.
34. The real dignity of a man lies not in what he *has*, —— in what he *is*.

35. They say the Lion and the Lizard keep the Courts —— Jamshyd gloried and drank deep.
36. —— I am dead, my dearest, sing no sad songs for me.
37. —— he [Lord Beaconsfield] was ambitious his ambition was a noble one.
38. Suffer the little children to come unto me, and forbid them not,—— of such is the Kingdom of God.
39. Heard melodies are sweet,—— those unheard are sweeter.
40. I awoke one morning —— found myself famous.
41. —— the blind lead the blind, both shall fall into the ditch.
42. One generation passeth away, and another generation cometh,—— the earth abideth for ever.
43. A man has no more right to say an uncivil thing —— to act one.
44. Let us shun extremes,—— each extreme necessarily engenders its opposite.
45. —— this be madness,—— there is method in it.
46. The heavens declare the glory of God,—— the firmament showeth His handiwork.
47. Every good tree bringeth forth good fruit,—— a corrupt tree bringeth forth evil fruit.
48. Small service is true service —— it lasts.
49. For my part, I was always a bungler at all kinds of sport that required —— patience —— adroitness.
50. There are many truths of which the full meaning cannot be realized —— personal experience has brought it home.
51. He may be right —— wrong in his opinion,—— he is too clear-headed to be unjust.

CHAPTER XLIX.

THE INTERJECTION.

426. Examine the following sentences:—

Hello! What are you doing there?
Alas! He is dead.
Hurrah! We have won the game.
Ah! Have they gone?
Oh! I got such a fright.
Hush! Don't make a noise.

Such words as *Hello! Alas! Hurrah! Ah!* etc., are called **Interjections.**

They are used to express some sudden feeling or emotion. It will be noticed that they are not grammatically related to the other words in a sentence.

Def.—An Interjection is a word which expresses some sudden feeling or emotion.

Interjections may express—

(1) Joy; as, *hurrah! huzza!*
(2) Grief; as, *alas!*
(3) Surprise; as, *ha! what!*
(4) Approval; as, *bravo!*

427. Certain groups of words are also used to express some sudden feeling or emotion; as,

Ah me! For shame! Well done! Good gracious!

CHAPTER L.

THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH.

428. The following are some of the most important words which may belong to different parts of speech according to the way in which they are *used*.

Always remember that it is the *function* or *use* that determines to which part of speech a word belongs in a given sentence.

About.

Adverb. They wandered *about* in sheepskins and goatskins.
Preposition. There is something pleasing *about* him.

Above.

Adverb. The heavens are *above*.
Preposition. The moral law is *above* the civil.
Adjective. Analyse the *above* sentence.
Noun. Our blessings come from *above*.

After.

Adverb. They arrived soon *after*.
Preposition. He takes *after* his father.
Adjective. *After* ages shall sing his glory.
Conjunction. We went away *after* they had left.

All.

Adjective.	*All* men are mortal. It was *all* profit and no loss.
Adverb.	He was *all* alone when I saw him.
Pronoun.	*All* spoke in his favour.
Noun.	He lost his *all* in speculation.

Any.

Adjective.	Are there *any* witnesses present?
Pronoun.	Does *any* of you know anything about it?
Adverb.	Is that *any* better?

As.

Adverb.	We walked *as* fast as we could.
Conjunction.	*As* he was poor I helped him.
Relat. Pron.	She likes the same colour *as* I do.

Before.

Adverb.	I have seen you *before.*
Preposition.	He came *before* the appointed time.
Conjunction.	He went away *before* I came.

Better.

Adjective.	I think yours is a *better* plan.
Adverb.	I know *better.*
Noun.	Give place to your *betters.*
Verb.	The boxes with which he provided me *bettered* the sample.—*Froude.*

Both.

Adjective.	You cannot have it *both* ways.
Pronoun.	*Both* of them are dead.
Conjunction.	*Both* the cashier and the accountant are Hindus.

But.

Adverb.	It is *but* (=only) right to admit our faults.
Preposition.	None *but* (=except) the brave deserves the fair.
Conjunction.	We tried hard, *but* did not succeed.
Relat. Pron.	There is no one *but* likes him (=*who* does *not* like him.)

Down.

Adverb.	*Down* went the "Royal George."
Preposition.	The fire engine came rushing *down* the hill.
Adjective.	The porter was killed by the *down* train.

Noun.	He has seen the ups and *downs* of life.
Verb.	*Down* with the tyrant!

Either.

Adjective.	*Either* bat is good enough.
Pronoun.	Ask *either* of them.
Conjunction.	He must *either* work or starve.

Else.

Adjective.	I have something *else* for you.
Adverb.	Shall we look anywhere *else*?
Conjunction.	Make haste, *else* you will miss the train.

Enough.

Adjective.	There is time *enough* and to spare.
Adverb.	You know well *enough* what I mean.
Noun.	I have had *enough* of this.

Even.

Adjective.	The chances are *even*.
Verb.	Let us *even* the ground.
Adverb.	Does he *even* suspect the danger?

Except.

Verb.	If we *except* Hari, all are to be blamed.
Preposition.	All the brethren were in Egypt *except* Benjamin.
Conjunction.	I will not let thee go *except* (= unless) thou bless me. (§ 423.)

For.

Preposition.	I can shift *for* myself.
Conjunction.	Give thanks unto the Lord; *for* he is good.

Less.

Adjective.	You are paying *less* attention to your studies than you used to do.
Adverb.	The soil of Kathiawad is *less* fertile than that of Gujerat.
Noun.	He wants fifty rupees for that watch. He won't be satisfied with *less*.

Like.

Adjective.	They are men of *like* build and stature.
Preposition.	Do not talk *like* that.
Adverb.	*Like* as a father pitieth his own children.
Noun.	We shall not see his *like* again.
Verb.	Children *like* sweets.

Little.

Adjective.	There is *little* danger in going there.
Noun.	Man wants but *little* here below.
Adverb.	He eats very *little*.

More.

Adjective.	We want *more* men like him.
Pronoun.	*More* of us die in bed than out of it.
Adverb.	You should talk less and work *more*.

Much.

Adjective.	There is *much* sense in what he says.
Pronoun.	*Much* of it is true.
Adverb.	He boasts too *much*.

Near.

Adverb.	Draw *near* and listen.
Preposition.	His house is *near* the temple.
Adjective.	He is a *near* relation.
Verb.	The time *nears*.

Needs.

Noun.	My *needs* are few.
Verb.	It *needs* to be done with care.
Adverb.	He *needs* must come.

Neither.

Conjunction.	Give me *neither* poverty nor riches.
Adjective.	*Neither* accusation is true.
Pronoun.	It is difficult to negotiate where *neither* will trust.

Next.

Adjective.	I shall see you *next* Monday.
Adverb.	What *next* ?
Preposition.	He was sitting *next* her.
Noun.	I shall tell you more about it in my *next*.

No.

Adjective.	It is *no* joke.
Adverb.	He is *no* more.
Noun.	I will not take *no*.

Once.

Adverb.	I was young *once*.
Conjunction.	*Once* he hesitates we have him.
Noun.	Please help me for *once*.

One.

Adjective. *One* day I met him in the street.
Pronoun. The little *ones* cried for joy.
Noun. *One* would think he was mad.

Only.

Adjective. It was his *only* chance.
Adverb. He was *only* foolish.
Conjunction. Take what I have, *only* (= but) let me go.

Over.

Adverb. Read it *over* carefully.
Noun. In one *over* he took three wickets.
Preposition. At thirty a change came *over* him.

Right.

Verb. That is a fault that will *right* itself.
Adjective. He is the *right* man for the position.
Noun. I ask it as a *right*.
Adverb. Serves him *right*. He stood *right* in my way.

Round.

Adjective. A square peg in a *round* hole.
Noun. The evening was a *round* of pleasures.
Adverb. He came *round* to their belief.
Preposition. The earth revolves *round* the sun.
Verb. We shall *round* the cape in safety.

Since.

Preposition. *Since* that day I have not seen him.
Conjunction. *Since* there's no help, come let us kiss and part.
Adverb. I have not seen him *since*.

So.

Adverb. I am *so* sorry.
Conjunction. He was poor, *so* they helped him.

Some.

Adjective. We must find *some* way out of it.
Pronoun. *Some* say one thing and others another.
Adverb. *Some* thirty chiefs were present.

Still.

Verb. With his name the mothers *still* their babes.
Adjective. *Still* waters run deep.
Noun. Her sobs could be heard in the *still* of night.
Adverb. He is *still* in business.

Such.

Adjective. Don't be in *such* a hurry.
Pronoun. *Such* was not my intention.

That.

Demonst. Adjective. What is *that* noise?
Demonst. Pronoun. *That* is what I want.
Adverb. I have done *that* much only.
Relative Pronoun. The evil *that* men do lives after them.
Conjunction. He lives *that* he may eat.

The.

Def. Article. *The* cat loves comfort.
Adverb. *The* wiser he is, *the* better.

Till.

Preposition. Never put off *till* to-morrow what you can do to-day.
Conjunction. Do not start *till* I give the word.

Up.

Adverb. Prices are *up*.
Preposition. Let us go *up* the hill.
Adjective. The next *up* train will leave here at 12-30.
Noun. They had their *ups* and downs of fortune.

Well.

Noun. Let *well* alone.
Adjective. I hope you are now *well*.
Adverb. *Well* begun is half done.
Interjection. *Well*, who would have thought it?

What.

Inter. Adjective. *What* evidence have you?
Interjection. *What*! you don't mean to say so?
Inter. Pronoun. *What* does he want?
Relative Pronoun. Give me *what* you can. *What* happened then, I do not know.
Adverb. *What* by fire and *what* by sword, the whole country was laid waste.

While.

Noun. Sit down and rest a *while*.
Verb. They *while* away their evenings with books and games.
Conjunction. *While* a great poet, he is a greater novelist.

Why.

Interro. Adverb.	*Why* did you do it ?
Relative Adverb.	I know the reason *why* he did it.
Interjection.	*Why*, it is surely Nanak!
Noun.	This is not the time to go into the *why* and the wherefore of it.

Yet.

Adverb.	There is more evidence *yet* to be offered.
Conjunction.	He is willing, *yet* unable.

Exercise in Grammar. 118.

What part of speech is each of the words in italics ?—

1. He kept the *fast* for a week.
2. Mahomedans *fast* in the month of Ramzan.
3. He is the *right* man in the *right* place.
4. God defend the *right*.
5. There is *much* truth in what he says.
6. *Much* cry and little wool.
7. Don't boast too *much*.
8. It is *hard* to understand.
9. Men who work *hard* enjoy life fully.
10. *Little* learning is a dangerous thing.
11. He is *little* known here.
12. It matters *little* what he says.
13. I have *long* thought so.
14. It is *long* since we met.
15. *Still* waters run deep.
16. He *still* lives in that house.
17. That boy gives *any* amount of trouble.
18. Is that *any* better ?
19. A *better* man than he never lived.
20. He knows *better* than to quarrel.
21. He spoke in a *loud* voice.
22. Do not speak so *loud*.
23. *Most* people think so.
24. What *most* annoys me is his obstinacy.
25. *Some* twenty boys were absent.
26. I will take *some*, but not all.
27. Please call me *early*.
28. The *early* bird catches the worm.

29. That can stand *over*.
30. Take this parcel *over* to the post office.
31. He has no command *over* himself.

32. He was only a yard *off* me.
33. Suddenly one of the wheels came *off*.
34. I must be *off*.

35. He told us all *about* the battle.
36. He lives *about* two miles from here.
37. Several men were standing *about*.

38. *After* the storm comes the calm.
39. The *after* effects of potash bromide are bad.
40. He went *after* I came.
41. The minstrels follow *after*.
42. May comes *after* April.

43. *All* fish are not caught with flies.
44. *All* is fair in love and war.
45. We shall lie *all* alike in our graves.
46. He that is warm thinks *all* so.
47. What is *all* this noise ?
48. *All* is not lost.
49. He is *all* for amusement.
50. *All* is good in a famine.

Exercise in Grammar. 119.

What part of speech is each of the words in italics ?—

1. He is not *any* the worse for it.
2. A thing you don't want is dear at *any* price.

3. I thought *as* much.
4. He is as deaf *as* a post.
5. He got the same result *as* before.
6. *As* he was ambitious, I slew him.
7. Men fear death *as* children to go in the dark.
8. There is no such flatterer *as* a man's self.

9. He did his *best*.
10. I like this *best*.
11. He is my *best* friend.

12. He is *but* a child.
13. Fear nought *but* sin.
14. *But* for his help, I could not have done it.
15. The paths of glory lead *but* to the grave.
16. *But* that I saw it I could not have believed it.
17. I change, *but* I cannot die.
18. There is no lane *but* has a turning.
19. The fool is busy in every one's business *but* his own.

20. *Enough* of this.
21. She sings well *enough*.
22. *Enough* is as good as a feast.
23. We have not men *enough*.

24. He is *like* his father.
25. I *like* the offer.
26. Did you ever hear the *like* of it?
27. Do not talk *like* that.

28. I have heard *more* since.
29. This sum is *more* difficult.
30. *More* will be wanted.

31. He stood *next* me in class.
32. The *next* moment he was dead.
33. What happened *next*?

34. We have *no* money.
35. He is *no* better, *no* worse.
36. His answer was a decided *no*.

37. *Right* the wrong.
38. He is in the *right*.
39. He is always *right*.
40. Set it *right*.
41. Use *right* words.

42. *Since* you say so, I believe it.
43. He has been ill *since* yesterday.
44. He returned home long *since*.

45. What was *that* noise?
46. He died *that* he might save his country.
47. Where is the man *that* does not love his country?

48. Give him *what* you can.
49. *What* nonsense is this!
50. *What* does it profit?

HIGH SCHOOL

ENGLISH COMPOSITION.

PART I.

ANALYSIS, TRANSFORMATION AND SYNTHESIS.

CHAPTER I.

ANALYSIS OF SIMPLE SENTENCES.
(*REVISION.*)

1. We have learnt that a **Sentence** is a set or group of words which makes *complete sense*.

We have also learnt that the first stage in the analysis of a sentence is to divide it into two main parts — the **Subject** and the **Predicate**; as,

No.	SUBJECT.	PREDICATE.
1	Dogs	bark.
2	The sun	gives light.
3	The child	is dead.
4	The boys	made Rama captain.
5	My father	gave me a rupee.
6	The flames	spread everywhere.
7	The flames	spread in every direction.
8	The hour to prepare lessons	has arrived.

The Subject denotes the *person* or *thing* about which something is said.

The Predicate is *what is said* about the person or thing denoted by the Subject.

We see that the Subject may consist of one word or several words. Thus, in sentence 1 the Subject consists of one word, *viz.* the Noun *dogs*; in sentence 8 the Subject consists of five words of which the most important word is the Noun *hour*.

We also see that the Predicate may consist of one word or several words. Thus, in sentence 1 the Predicate consists of one word, *viz.* the Verb *bark;* in sentence 5 the Predicate consists of four words of which the essential word is the Verb *gave*.

Exercise 1. *In the following sentences separate the Subject and the Predicate :—*

1. The cackling of geese saved Rome.
2. Stone walls do not a prison make.
3. All matter is indestructible.
4. No man can serve two masters.
5. A sick room should be well aired.
6. I shot an arrow in the air.
7. A barking sound the shepherd hears.
8. Up went the balloon. 9. The naked every day he clad.
10. Into the street the piper stept.
11. Sweet are the uses of adversity.
12. Dear, gentle, patient, noble Nell was dead.

2. When the Subject of a sentence consists of several words, there is always one word in it which is more important than the other words. This chief word in the complete Subject is called the **Subject-word** or **Simple Subject.** Thus, in the sentence,

The little *child*, tired of play, / is sleeping,

the Noun *child* is the Subject-word.

The Subject-word is always a Noun, or a word or group of words *that does the work of a Noun*; as,

He / tried his best.
The *rich* / are not always happy.
Talking overmuch / is a sign of vanity.
To err / is human. *To find fault* / is easy.

3. In the complete Subject, the Subject-word is qualified by an Adjective or Adjective-equivalent* called its **Enlargement** or **Attribute**; as,

1. New brooms / sweep clean.
2. Barking dogs / seldom bite.

---

* A word or group of words which *does the work of an Adjective* is called an Adjective-equivalent.

3. Hari's father / is an engineer.
4. My views / are quite different.
5. Firdousi, the poet, / wrote the Shah Nameh.
6. A desire to excel / is commendable.
7. A stitch in time / saves nine.

No.	SUBJECT.		PREDICATE.
	SUBJECT-WORD.	ATTRIBUTE.	
1	brooms	New	sweep clean
2	dogs	Barking	seldom bite
3	father	Hari's	is an engineer
4	views	My	are quite different
5	Firdousi	the poet	wrote the Shah Nameh
6	desire	(1) A (2) to excel	is commendable
7	stitch	(1) A (2) in time	saves nine

It will be noticed that—

in 1, the Attribute is an Adjective ;

in 2, the Attribute is a Participle (or Participial Adjective);

in 3, the Attribute is a Noun in the Possessive or Genitive Case ;

in 4, the Attribute is a Possessive Adjective ;

in 5, the Attribute is a Noun in Apposition ;

in 6, the Attribute (*to excel*) is a Gerundial Infinitive ;

in 7, the Attribute (*in time*) is a group of words doing the work of an Adjective.

NOTE.—*A* or *an* and *the* are really Attributes, but they are sometimes treated as parts of the Subject-word.

Exercise 2. *In the following sentences pick out the complete Subject; then separate the Subject-word from its Attributes :—*

1. The boy, anxious to learn, worked hard.
2. A burnt child dreads the fire.
3. Birds of a feather flock together.
4. The attempt to scale the fort was an utter failure.

5. The days of our youth are the days of our glory.
6. Ill habits gather by unseen degrees.
7. The dog, seizing the man by the collar, dragged him out.
8. The streets of some of our cities are noted for their crookedness.
9. A house divided against itself cannot stand.
10. Deceived by his friends, he lost all hope.
11. The man carrying a hoe is a gardener.
12. One man's meat is another man's poison.
13. My days among the Dead are past.
14. With his white hair unbonneted, the stout old sheriff comes.

4. We have seen that the Predicate may consist of one word or several words.

When the Predicate consists of one word that word is always a Verb, because we cannot *say* anything without using a saying-word, *i. e.*, a Verb. (See sentence 1 in § 1.)

When the Predicate consists of several words, the essential word in the Predicate is always a Verb. (As the Verb is the essential word in the Predicate it is sometimes called the Predicate-word.)

5. Just as the Subject-word may be qualified by an Adjective or Adjective-equivalent, the Verb in the Predicate may be qualified by an Adverb or Adverb-equivalent*, called, in analysis, its **Extension** or **Adverbial Qualification**; as,

1. The flames spread everywhere.
2. He went home. 3. He rose to go.
4. The flames spread in every direction.
5. Spring advancing, the swallows appear.

No.	SUBJECT.		PREDICATE.	
	SUBJECT-WORD.	ATTRIBUTE.	VERB.	ADVERBIAL QUALIFICATION.
1	flames	The	spread	everywhere
2	He		went	home
3	He		rose	to go
4	flames	The	spread	in every direction
5	swallows	the	appear	Spring advancing

* A word or group of words which *does the work of an Adverb* is called an Adverb-equivalent.

It will be noticed that—

in 1, the Adverbial Qualification is an Adverb;
in 2, the Adverbial Qualification is an Adverbial Accusative;
in 3, the Adverbial Qualification is a Gerundial Infinitive;
in 4, the Adverbial Qualification is a group of words doing the work of an Adverb;
in 5, the Adverbial Qualification is an Absolute Phrase.

Exercise 3. *Point out the Adverbial Qualification in each of the following sentences, and say whether it is an Adverb, an Adverbial Accusative, a Gerundial Infinitive, a group of words doing the work of an Adverb, or an Absolute Phrase:—*

1. She spoke distinctly. 2. He spoke in a distinct voice.
3. The boy ran a mile. 4. The postman called again.
5. He has come to stay. 6. Wait a minute.
7. The book is printed in clear type.
8. I recognized your voice at once.
9. Help a lame dog over a stile.
10. The tide having turned, the ship set sail.
11. He sold his horse below its value.
12. He leaves two children behind him.
13. He gets his living by painting.
14. He made his money by trade.
15. The enemy disputed the ground inch by inch.
16. He saw a new world spread about him.
17. The village life suited him in all respects.
18. Him will I follow to the ends of the earth.

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6. When the Verb in the Predicate is an Intransitive Verb, it alone can form the Predicate; as,

1. Dogs / bark. 2. Black clouds / are gathering.
3. The boys / have been reading.

NOTE.—In sentence 1, the Verb consists of only one word. Often the Verb itself consists of a group of two or more words, as in 2 and 3.

7. Sometimes the Verb in the Predicate is an Intransitive Verb of Incomplete Predication, that is, an Intransitive Verb which requires a Noun, or an Adjective, or a Pronoun, etc., added to it to make the Predicate complete; as,

The baby / seems happy.

If I simply say 'The baby seems' I do not make complete sense. The Intransitive Verb *seems* requires some word or words to make the Predicate complete.

What is thus required to complete the Predicate is called a **Complement.**

The Complement of an Intransitive Verb serves to describe the Subject, and is therefore called a **Subjective Complement.**

Now examine the Predicates in the following sentences:—

1. The sky grew dark.
2. Venus is a planet.
3. It is I.
4. The man seems worried.
5. Your book is there.
6. The house is to let.
7. The building is in a dilapidated condition.

No.	SUBJECT.		PREDICATE.	
	SUBJECT-WORD.	ATTRIBUTE.	VERB.	COMPLEMENT.
1	sky	The	grew	dark
2	Venus		is	a planet
3	It		is	I
4	man	The	seems	worried
5	book	Your	is	there
6	house	The	is	to let
7	building	The	is	in a dilapidated condition

It will be noticed that—

in 1, the Complement is an Adjective;
in 2, the Complement is a Noun;
in 3, the Complement is a Pronoun;
in 4, the Complement is a Participle;
in 5, the Complement is an Adverb;
in 6, the Complement is an Infinitive;
in 7, the Complement is a group of words doing the work of an Adjective.

Note.—When the Predicate is completed by an Adjective, such an Adjective is said to be used **Predicatively** or to be a **Predicative Adjective.**

When the Predicate is completed by a Noun, the Noun is said to be a **Predicative Noun.**

Exercise 4. *Pick out the Complement in each of the following sentences, and say whether it is a Noun, an Adjective, a Pronoun, etc.:—*

1. John became a soldier.
2. Roses smell sweet.
3. The child appears pleased.
4. The workman seems tired. 5. The earth is round.
6. He looks happy. 7. Sugar tastes sweet.
8. The old woman is dead.
9. The weather was cold.
10. He became unconscious.
11. The old gentleman is of a gentle disposition.
12. The child is there.
13. The children look healthy.
14. To-day she seems sad.
15. The cup is full to the brim.
16. His grammar is shocking.
17. He is a good type of the modern athlete.
18. Ugly rumours are about.
19. Gentle Evangeline was the pride of the village.
20. This morning he seemed in good spirits.
21. Giving to the poor is lending to the Lord.
22. The matter appears of considerable importance.
23. Every man is the architect of his own fortune.

8. Sometimes the Verb in the Predicate is a Transitive Verb, that is, a Verb which requires an Object to complete its sense.

For example, if I say 'Cats catch' I do not make complete sense. You want to know what the cats *catch*. The Verb *catch* requires an Object, such as *mice*, to form a complete Predicate.

Now examine the Predicates in the following sentences:—

1. Birds build nests.
2. I know him.
3. All good children pity the poor.
4. The Gurkhas love fighting.
5. The foolish crow tried to sing.
6. Our soldiers tried to scale the cliff.

No.	SUBJECT.		PREDICATE.	
	SUBJECT-WORD.	ATTRIBUTE.	VERB.	OBJECT.
1	Birds		build	nests
2	I		know	him
3	children	(1) All (2) good	pity	the poor
4	Gurkhas	The	love	fighting
5	crow	(1) The (2) foolish	tried	to sing
6	soldiers	Our	tried	to scale the cliff

It will be noticed that—

in 1, the Object is a Noun ;
in 2, the Object is a Pronoun ;
in 3, the Object is an Adjective used as a Noun ;
in 4, the Object is a Gerund or Verbal Noun ;
in 5, the Object is an Infinitive ;
in 6, the Object is a group of words doing the work of a Noun.

9. The Object-word may have Attributes, just like the Subject-word ; as,

He shot a big panther.

SUBJECT.	PREDICATE.		
	VERB.	OBJECT.	ATTRIBUTE.
He	shot	panther	(1) a (2) big

Exercise 5. *In the following sentences point out the complete Object ; then separate the Object-word from its Attributes (if any):—*

1. The world knows nothing of its greatest men.
2. We should learn to govern ourselves.
3. Her arms across her breast she laid.
4. The architect drew a plan for the house.
5. Serpents cast their skin once a year.
6. God tempers the wind to the shorn lamb.
7. By their fruits ye shall know them.
8. Rock the baby to sleep.
9. He enjoys his master's confidence.
10. I recognized your voice at once.
11. Cut your coat according to your cloth.
12. The Eskimos make houses of snow and ice.
13. I had no answer to my letter.
14. The curfew tolls the knell of parting day.
15. Fear no more the heat of the sun.
16. Evil communications corrupt good manners.

10. Sometimes the Verb in the Predicate is a Transitive Verb that takes *two* Objects — a Direct Object and an Indirect Object.

If I say 'Rama gave a penknife,' the noun *penknife* is the Object of the verb *gave*.

I may, however, by way of further information, say *to whom* Rama gave a penknife. Rama gave *me* a penknife.

The word *me* is called the **Indirect Object** of the Verb *gave* to distinguish it from the Object *penknife*, which is the **Direct Object.**

Now examine the Predicates in the following sentences:—

I promised him a present.
He teaches us Geometry.
Father bought Mini a doll.

SUBJECT.	PREDICATE.		
	VERB.	INDIRECT OBJECT.	DIRECT OBJECT.
I	promised	him	a present
He	teaches	us	Geometry
Father	bought	Mini	a doll

11. Some Transitive Verbs require a Complement, in addition to the Object; as,

The boys made Rama captain.

Here the noun *Rama* is the Object of the Transitive Verb *made* which here requires a word (*e. g., captain*) to make the sense complete.

If I say 'The boys made a snow-ball' the sense is complete. But it would be nonsense to say 'The boys made Rama.' The boys did not make Rama: they made Rama *captain*. The verb *made* is here a Transitive Verb of Incomplete Predication, because in the sense in which the verb *made* is here used it cannot form a complete predicate unless it has a Complement besides an Object.

The Complement (*captain*) here refers to the Object *Rama*. It is therefore called an **Objective Complement.**

Now examine the Predicates in the following sentences:—

1. The jury found him guilty.
2. His parents named him Hari.
3. He kept us waiting.
4. Nothing will make him repent.
5. His words filled them with terror.

No.	SUBJECT.		PREDICATE.		
	SUBJECT-WORD.	ATTRIBUTE.	VERB.	OBJECT.	COMPLEMENT.
1	jury	The	found	him	guilty
2	parents	His	named	him	Hari
3	He		kept	us	waiting
4	Nothing		will make	him	repent
5	words	His	filled	them	with terror

Exercise 6. *In the following sentences separate the Predicate from the Subject and then point out the different parts of the Predicate*:—

1. Abdul called his cousin a fool.
2. Exercise has made his muscles strong.
3. This will make you happy.
4. The Nawab appointed his own brother Vazier.

5. The Court appointed him guardian of the orphan child.
6. Time makes the worst enemies friends.
7. Sickness made the child irritable.
8. They elected him secretary of the club.
9. Do you take me for a fool ?
10. We saw the storm approaching.
11. I consider the man trustworthy.
12. They kept us in suspense.
13. The jury found him guilty of murder.
14. A thunderstorm often turns milk sour.

12. Let us now review the different forms of the Predicate.

(1) When the verb is Intransitive, the Predicate may consist of the Verb alone. (§ 6.)

(2) When the verb is an Intransitive Verb of Incomplete Predication, the Predicate may consist of the Verb and its Complement. (§ 7.)

(3) When the verb is a Transitive Verb, the Predicate may consist of the Verb and its Object. (§ 8.)

(4) When the verb is a Transitive Verb having two objects, the Predicate may consist of the Verb and its two Objects — Indirect and Direct. (§ 10.)

(5) When the verb is a Transitive Verb of Incomplete Predication, the Predicate may consist of the Verb, its Object and a Complement. (§ 11.)

13. Carefully study the analysis of the following sentences:—

1. Abdul, quite pale with fright, rushed into the room.
2. Determination to do one's duty is laudable.
3. Around the fire, one wintry night,
   The farmer's rosy children sat.
4. Home they brought the warrior dead.
5. His friends elected him secretary of the club.
6. This circumstance certainly makes the matter very serious.
7. My uncle has been teaching me mathematics.
8. Jaffar, the Barmecide, the good Vizier,
   The poor man's hope, the friend without a peer,
   Jaffar was dead, slain by a doom unjust.
9. Who are you ?

No.	SUBJECT.		PREDICATE.			
	Subject-word.	*Attribute.*	*Verb.*	*Object.*	*Complement.*	*Adverbial Qualification.*
1	Abdul	quite pale with fright	rushed			into the room
2	Determination	to do one's duty	is		laudable	
3	children	(1) the farmer's (2) rosy	sat			(1) Around the fire (2) one wintry night
4	they		brought	the warrior dead		Home
5	friends	His	elected	him	secretary of the club	
6	circumstance	This	makes	the matter	very serious	certainly
7	uncle	My	has been teaching	(1) mathematics (Direct) (2) me (Indirect)		
8	Jaffar	(1) the Barmecide (2) the good Vizier (3) the poor man's hope (4) the friend without a peer	was		dead	slain by a doom unjust
9	you		are		Who	

Note.—It will be noticed that we have placed together in one column the Object-word and its Attributes.

Exercise 7. *Analyse the following sentences*:—

1. A nod from a lord is breakfast for a fool.
2. A good paymaster never wants for workmen.
3. Home they brought her warrior dead.
4. Sickness made the child irritable.
5. Gentle Evangeline was the pride of the village.
6. It is easy to find fault.
7. It is a miserable thing to live in suspense.
8. Wounds made by words are hard to heal.
9. Down went the Royal George.
10. Into the valley of death rode the six hundred.
11. Time makes the worst enemies friends.
12. Great is your reward in Heaven.
13. In him India lost a true patriot.
14. The proof of the pudding is in the eating.
15. It is easy to be wise after the event.
16. A man he was to all the country dear.
17. Experience has taught us many lessons.
18. A man's first care should be to avoid the reproaches of his own heart.
19. All work and no play makes Jack a dull boy.
20. He showed a constant solicitude for his son's welfare.
21. Cæsar, having conquered his enemies, returned to Rome.
22. To drive a motor-car requires care and skill.
23. A great fortune in the hands of a fool is a great misfortune.
24. The postman looked very tired at the end of the day.

NOTE.—In 6, "It" is a provisional subject; the real subject is "to find fault." "It" should be entered in the subject-column in brackets.

"It" is a provisional subject in 7 and 15 also.

CHAPTER II.

PHRASES.

I. Adjective Phrases.

14. We have seen that sometimes a *group* of words does the work of an Adjective (§ 3.) Now examine the following pairs of sentences:—

1. (*a*) The vizier was a *wealthy* man.
   (*b*) The vizier was a man *of great wealth*.
2. (*a*) The magistrate was a *kind* man.
   (*b*) The magistrate was a man *with a kindly nature*.

3. (*a*) The chief lived in a *stone* house.
   (*b*) The chief lived in a house *built of stone*.
4. (*a*) I like to see a *smiling* face.
   (*b*) I like to see a face *with a smile on it*.
5. (*a*) The coolies belonged to a *hill* tribe.
   (*b*) The coolies belonged to a tribe *dwelling in the hills*.

In each of the above pairs of sentences, we have first a *single word* describing the person or thing denoted by the noun, and then a *group of words* describing the person or thing denoted by the same noun.

For instance, the group of words *of great wealth* tells us what sort of *man* the vizier was. It qualifies the noun *man* just as an Adjective does. It therefore *does the work of an Adjective*, and is called an **Adjective Phrase.**

DEF.—An Adjective Phrase is a group of words that *does the work of an Adjective.*

15. Study the following Adjectives and the Adjective Phrases that are equivalent to them:—

Adjectives.	*Adjective Phrases.*
A *golden* crown.	A crown *made of gold.*
A *purple* cloak.	A cloak *of purple colour.*
A *white* elephant.	An elephant *with a white skin.*
A *jungle* track.	A track *through the jungle.*
A *blue-eyed* boy.	A boy *with blue eyes.*
A *deserted* village.	A village *without any inhabitants.*
A *blank* page.	A page *with no writing on it.*
The *longest* day.	The day *of greatest length.*
The *Spanish* flag.	The flag *of Spain.*
A *heavy* load.	A load *of great weight.*

Exercise 8. *Pick out the Adjective Phrases in the following sentences:—*

1. A man in great difficulties came to me for help.
2. He is a person of very considerable renown.
3. Wild beasts in small cages are a sorry sight.
4. A man without an enemy is a man with few friends.
5. He tells a tale with the ring of truth in it.
6. A friend in need is a friend indeed.
7. A stitch in time saves nine.
8. A bird in the hand is worth two in the bush.
9. Gardens with cool shady trees surround the village.

10. Only a man with plenty of money buys a car of such beauty and power.
11. In a low voice he told the tale of his cruel wrongs.
12. Do you know the story of the noble Padmini ?
13. He was a lad of great promise.
14. He bore a banner with a strange device.
15. The police arrested a man of one of the criminal tribes.

Exercise 9. *In each of the following sentences replace the Adjective in italics by an Adjective Phrase of the same meaning :—*

1. A *grey* cloud spread over the sky.
2. He dwelt in a *wooden* hut.
3. He had a *bald* head.
4. She wore a *diamond* necklace.
5. It was a *horrible* night.
6. They went by the *Siberian* railway.
7. A *grassy* meadow stretched before us.
8. An *earthen* pitcher stood on a *three-legged* table.
9. The *French* flag flew at the top of the *highest* mast.
10. That was a *cowardly* act. 11. He is *well.*
12. A *valuable* ring was found yesterday.
13. *Heroic* deeds deserve our admiration.
14. Much has been said about the *Swiss* scenery.
15. *Numerical* superiority is a great advantage.
16. The Rajputs were passionately fond of *martial* glory.
17. I have passed two *sleepless* nights.
18. He is a *professional* cricketer.
19. This book contains many *biblical* quotations.
20. She wants *medical* advice.
21. A *tall* soldier stepped forth.

Exercise 10. *Replace each of the following Adjective Phrases in italics by an Adjective of the same meaning :—*

1. He wore a turban *made of silk.*
2. He has done a deed *of shame.*
3. He led a life *devoid of blame.*
4. He is a man *without a friend.*
5. They came to a path *covered with mud.*
6. He carried a sword *stained with blood.*
7. I met a little girl *from a cottage.*
8. Balu was a man *with plenty of impudence.*
9. From this village *in the mountains* came a chieftain *of great fame.*
10. The Rajput leader was a soldier *full of hope* and *free [from fear.*
11. Nelson was a boy *without fear.*
12. Nobody likes a person *with a bad temper.*

13. I admit that he is a man *of sense.*
14. The tops *of the mountains* were covered with snow.
15. He is an author *of great versatility.*
16. It is *of no use.*

NOTE.—Not all Adjective Phrases can be replaced by Adjectives. For instance:

He never felt the witchery *of the soft blue sky.*

Exercise 11. *Fill the blanks with suitable Adjective Phrases :—*

1. An elephant —— is considered sacred by some people.
2. The rajah has a writing-desk ——.
3. Birds —— flock together.
4. He leads a life ——. 5. Children like books ——.
6. He lost a diamond ——.
7. The old sage spoke words ——.
8. She is a woman ——.
9. John Gilpin was a citizen ——.
10. Draw a picture ——. 11. The leaves —— are glossy.
12. We heard the sound ——.
13. Listen to the song ——.
14. The verdict —— was in his favour.
15. The doors —— closed upon him.
16. The water —— is very deep.
17. The road —— is very muddy.
18. The proprietor —— died yesterday.
19. The paths —— lead but to the grave.

Exercise 12. *Write five sentences containing Adjective Phrases.*

II. Adverb Phrases.

16. Just as the work of an Adjective is often done by a group of words called an Adjective Phrase, so the work of an Adverb is often done by a group of words.

Study the following pairs of sentences carefully:—

1. (*a*) Rama ran *quickly.* (*How* ?)
   (*b*) Rama ran *with great speed.* (*How* ?)
2. (*a*) He answered *rudely.* (*How* ?)
   (*b*) He answered *in a very rude manner.* (*How* ?)
3. (*a*) He does his work *carelessly.* (*How* ?)
   (*b*) He does his work *without any care.* (*How* ?)
4. (*a*) He is coming *now.* (*When* ?)
   (*b*) He is coming *at this very moment.* (*When* ?)

5. (*a*) No such diseases were known *then*. (*When* ?)
(*b*) No such diseases were known *in those days*. (*When* ?)

6. (*a*) The arrow fell *here*. (*Where* ?)
(*b*) The arrow fell *on this spot*. (*Where* ?)

7. (*a*) You can buy it *everywhere*. (*Where* ?)
(b) You can buy it *in all places*. (*Where* ?)

8. (*a*) He fell *down*. (*Where* ?)
(*b*) He fell *to the ground*. (*Where* ?)

In each of the above pairs of sentences we have first a *single word* (an Adverb) modifying a verb, and then a *group of words* modifying a verb in the same way.

For instance, the group of words *with great speed* tells us how Rama *ran*. It modifies the verb *ran* just as the Adverb *quickly* does. It therefore *does the work of an Adverb* and is called an **Adverb Phrase.**

DEF.—An Adverb Phrase is a group of words that *does the work of an Adverb.*

NOTE.—An Adverb Phrase, like an Adverb, may modify also an Adjective or Adverb ; as,

Quinine is good *for malaria*.
I have done well *on the whole*.

17. Study the following Adverbs and the Adverb Phrases that are equivalent to them.

Adverbs.	*Adverb Phrases.*
Bravely	In a brave manner, *or* with bravery.
Unwisely	In an unwise manner, *or* without wisdom.
Swiftly	In a swift manner, *or* with swiftness.
Beautifully	In a beautiful style.
Formerly	In former times, *or* once upon a time.
Recently	Just now, *or* at a recent date.
Soon	Before very long, *or* at an early date.
There	At that place.
Away	To another place.
Abroad	To (in) a foreign country.

Exercise 13. *Pick out the Adverb Phrases in the following sentences :—*

1. She lived in the middle of a great wood.
2. Nothing can live on the moon.
3. Come into the garden, Maud.
4. Three fishers went sailing over the sea.

5. O'er her hangs the great dark bell.
6. Down in a green and shady bed, a modest violet grew.
7. On your conscience this will lie.
8. They sat for a while on the bank of the river.
9. Honesty is written on his face.
10. The gun went off with a loud report.
11. There dwelt a miller hale and bold, beside the river Dee.
12. I stood on the bridge at midnight.
13. To the northward stretched the desert.
14. Beside a green meadow a stream used to flow.
15. I have read Bacon to my great profit.
16. In her ear he whispers gaily.
17. Beside the ungathered rice he lay.
18. They fought to the last man.
19. He persevered in the face of all obstacles.
20. The shoe is pressing on my toe.
21. Keep him at arm's length.
22. Make yourself at home.
23. It must be done at any price.
24. Pauperism increases at a fearful rate.
25. He has painted him in his proper colours.
26. He has his finger on the pulse of the nation.
27. He lives by his pen.
28. The shepherd shouted to them at the top of his voice.
29. He strove with all his might to escape.
30. Without pausing to consider, he struck the blow.
31. Much water has run under the bridge since then.

Exercise 14. *In each of the following sentences replace the Adverb in italics by an Adverb Phrase of the same meaning :—*

1. The pigeon flies *swiftly*.
2. Did Rama behave *well* ?
3. Go *away*.
4. The dying man replied *feebly*.
5. *Gently* fell the rain.
6. We will pitch the tents just *here*.
7. He expects to get promotion *soon*.
8. He built his house *yonder*.
9. They have only *recently* arrived.
10. Although hungry, the soldiers worked *cheerfully*.
11. He spoke *eloquently*.
12. *Soon* the sun will set.
13. Do your work *thoroughly*.
14. They were hurrying *homeward*.
15. The door was *suspiciously* open.
16. *Thenceforward* he never told a lie.
17. He tried *hard*.

Exercise 15. *Replace each of the following Adverb Phrases by an Adverb of the same meaning:—*

1. The bodies were mangled *in a terrible manner.*
2. Let us cease work *from this very moment.*
3. It was just *on this spot* that he died.
4. The child replied *with perfect truthfulness.*
5. He arrived *at that moment.*
6. I hope that he will come *at a very early date.*
7. He seems to have acted *with great promptitude.*
8. No one would dare to answer him *in an impudent way.*
9. I accept your statement *without reserve.*
10. I thank you *with all my heart.*
11. He succeeded *in the long run.*
12. He is ignorant *to a proverb.*
13. The post-boy drove *with fierce career.*
14. He has been painted *in his proper colours.*
15. The wind blew *with great violence.*
16. He has proved his case *to my satisfaction.*

NOTE.—Not all Adverb Phrases can be replaced by Adverbs. For instance:—

I took him *on the strength of your recommendation.*

Exercise 16. *Fill the blanks with suitable Adverb Phrases:—*

1. The knight fought ——.
2. The Rajah treated his vizier ——.
3. The woodman struck the wolf ——.
4. Do not hit the ball ——.
5. I agree ——.
6. He has behaved ——.
7. Do not answer ——.
8. He treated his relatives ——.
9. The police handled the bombs ——.
10. The sailor climbed ——.
11. That happened ——.
12. He reached school ——.
13. He does his homework ——.
14. He failed ——.
15. Old Mother Hubbard went ——.

Exercise 17. *Write five sentences containing Adverb Phrases.*

18. Compare:—

1. The crowd *in the bazaar* was very noisy.
2. The crowd halted *in the bazaar.*

In sentence 1, the phrase, *in the bazaar*, tells us *which* crowd was very noisy; that is, it qualifies the noun *crowd*. It is therefore an Adjective Phrase.

In sentence 2, the phrase, *in the bazaar*, tells us *where* the crowd halted; that is, it modifies the verb *halted*. It is therefore an Adverb Phrase.

Hence we see that the same phrase may be an Adjective Phrase in one sentence and an Adverb Phrase in another sentence.

We cannot say what kind of Phrase a given Phrase is until we examine *the work which it does in a sentence*.

Exercise 18. *Say which of the following are Adverb Phrases and which are Adjective Phrases:—*

1. Have you heard of the man *in the moon*?
2. How could a man be *in the moon*?
3. They live *on an island*.
4. A house *on an island* was washed away.
5. Awful is the gloom *beneath her*.
6. Then why did she look *beneath her*?
7. Is this the train *to Peshawar*?
8. It usually goes *to Peshawar*, Sir.

Exercise 19. *Use the following Phrases in sentences:—*

In a loud voice; without further delay; with one voice; for certain; just in time; up in arms; of no consequence; out of fashion; with great satisfaction; in the twinkling of an eye; on either side of the street; in a shady nook; to the last man; with a smile; at sixes and sevens; at the eleventh hour; on the top of the hill; in future; at nine o'clock.

III. Noun Phrases.

19. Examine the following sentences:—

1. The boy wants *something*.
2. The boy wants *to go home*.

The word *something* is a Noun, and it is the Object of the verb *wants*, in sentence 1. Similarly the group of words, *to go home*, is the Object of the verb *wants*, in sentence 2. Hence this group of words *does the work of a Noun*. The group of words, *to go home*, is therefore a **Noun Phrase.**

Def.—A Noun Phrase is a group of words *that does the work of a Noun.*

Further examples of Noun Phrases:—

Early to bed is a good maxim.
He hopes *to win the first prize.*
We enjoy *playing cricket.*
He loves *to issue harsh orders.*
Did you enjoy *reading this book*?
I tried *to get the sum right.*
To win a prize is my ambition.
Standing about in a cold wet wind did me no good.

Exercise 20. *Pick out the Noun Phrases in the following sentences:—*

1. His father wished to speak to the Headmaster.
2. The wicked vizier loves getting people into trouble.
3. The poor debtor intended to pay back every penny of the money.
4. He dislikes having to punish his servants.
5. Horses prefer living in dark stables.
6. I should hate to do such a thing.
7. Have you ever tried climbing a cocoanut palm?
8. Thinking good thoughts precedes good actions.
9. He refuses to answer the question.
10. To write such rubbish is disgraceful.
11. Promise to come again.
12. Why do you like visiting such a man?
13. Travelling in a hot dusty train gives me no pleasure.
14. He denies stealing the money.
15. Your doing such a thing surprises me.

Exercise 21. *Supply a Noun Phrase:—*

1. I want ——.
2. —— delights me.
3. We all hope ——.
4. Pretend ——.
5. —— seems dishonest.
6. —— surprised my mother.
7. Do you wish ——.
8. My father hates ——.
9. —— gives me no pleasure.
10. I don't intend ——.
11. —— is not easy.
12. I do not expect ——.
13. I enjoy ——.
14. He wishes ——.
15. Cats like ——.
16. His father promised ——.

Exercise 22. *Pick out the Phrases and say whether they are Adjective Phrases, Adverb Phrases, or Noun Phrases:—*

1. He speaks like a born orator.
2. It grieved me to hear of your illness.
3. Beyond a doubt this man is honest.
4. He failed in spite of his best efforts.
5. He won the prize by means of trickery.

6. Do not talk like that.
7. I have forgotten how to play this game.
8. He gained their affection in spite of many faults.
9. I do not expect such treatment at your hands.
10. He speaks too fast to be understood.
11. I do not know what to do.
12. I do not understand how to solve this problem.
13. He persevered amidst many difficulties.
14. He succeeded in the long run.
15. Birds of a feather flock together.
16. This is a matter of no importance.
17. The train is behind time.
18. He is a man of means. 19. It lies near his heart.
20. He keeps the necklace under lock and key.
21. He is a person of no importance.
22. I want to go to the cinema to-day.
23. I love to hear the watch-dog's honest bark.
24. I did it of my own free will. 25. Show me how to do it.
26. His car ran over a dog. 27. Things are in a bad way.
28. She is a woman of wonderful patience.
29. I have found the key to his secret.
30. The plan has the virtue of committing us to nothing.
31. I don't see the point of the story.
32. How to find the way to the ruins is the question.
33. Tubal Cain was a man of might.
34. He did it against his will.
35. I have no time to waste on trifles.
36. Don't do things by halves.
37. I enjoy walking in the fields.

CHAPTER III.

CLAUSES.

I. Adverb Clauses.

20. Look at the groups of words in italics in the following sentences:—

1. They rested *at sunset.* [Rested *when* ?]
2. They rested *when evening came.* [Rested *when* ?]

It is evident that both the groups of words in italics, in 1 and 2, do the work of an Adverb as they modify the verb *rested*, showing when the action was performed.

We at once recognize the first group of words, *at sunset*, as an Adverb Phrase. Is the second group of words, *when evening came*, also an Adverb Phrase ?

No: it is not a Phrase for, unlike a Phrase, it has a Subject (*evening*) and a Predicate (*came when*) of its own, and is thus like a sentence. But though like a sentence it is part of a sentence.

Such a group of words that forms part of a sentence, and has a Subject and a Predicate of its own, is called a **Clause.**

Since the Clause, *when evening came*, does the work of an Adverb, it is called an **Adverb Clause.**

DEF.—An Adverb Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adverb.

Exercise 23. *Pick out the Adverb Clauses in the following sentences :—*

1. You may sit wherever you like.
2. He fled where his pursuers could not follow.
3. He behaves as one might expect him to do.
4. Because you have done this I shall punish you.
5. As he was not there, I spoke to his brother.
6. If you eat too much you will be ill.
7. He finished first though he began late.
8. Will you wait till I return ?
9. Just as he entered the room the clock struck.
10. They went where living was cheaper.
11. He does not always speak as he thinks.
12. Take a lamp for the night is dark.
13. I do it because I choose to.
14. If I make a promise I keep it.
15. You will pass if you work hard.
16. He advanced as far as he dared.
17. I forgive you since you repent.
18. I shall remain where I am.
19. We shall wait here until you come.
20. When I was younger, I thought so.
21. It was so dark that you could not see your hand.
22. Wherever one goes, one hears the same story.
23. If you do not hurry you will miss the train.
24. Since you have already decided, why do you ask my [opinion ?

Exercise 24. *Supply suitable Adverb Clauses :—*

1. Do not go ——.
2. He is not so clever ——.
3. I was so hurried ——.
4. He ran so fast ——.
5. He always does ——.
6. He spoke so low ——.
7. I shall do nothing ——.
8. Fools rush in ——.
9. Nobody likes him ——.
10. Open rebuke is better ——
11. He will succeed ——.
12. Make hay ——.

13. He is so busy ——.
14. Do not come ——.
15. The boy went out to play ——.
16. He does ——.
17. He always comes ——.
18. He did ——.
19. She sings exactly ——.
20. The earth is larger ——.
21. His father died ——.
22. He cannot see ——.
23. Do your work well ——.
24. I found my books ——.
25. I will not go out ——.
26. You will succeed or fail ——.
27. Arithmetic is less difficult ——.
28. We shall miss the train ——.
29. Do ——.

21. Examine the following sentences:—

1. The stolen property was found *in the dacoits' hiding-place.*
2. The stolen property was found *where the dacoits were accustomed to hide.*

It will be noticed that both the groups of words in italics do the work of an Adverb.

But the group of words in italics in sentence 2 is a Clause, because it has a Subject (*the dacoits*) and a Predicate (*were accustomed to hide where*) of its own; while the group of words in italics in sentence 1 is a Phrase.

We further notice that the Adverb Phrase, *in the dacoits' hiding-place,* is equivalent to the Adverb Clause, *where the dacoits were accustomed to hide,* and can therefore be replaced by it.

Exercise 25. *In each of the following sentences replace each Adverb Phrase by an Adverb Clause:—*

1. On his return we asked him many questions.
2. Do it to the best of your ability.
3. The prince was met on his arrival by his secretary.
4. In spite of poverty he became distinguished.
5. Upon seeing the signal the troops set out.
6. Nobody must expect to become rich without hard work.
7. They were very grateful to him for his kindness.
8. In comparison with air water is heavy.
9. The weather is too bright to last.
10. My heart is too full for words.
11. The work is too much for any man to do single-handed.
12. With a view to early retirement he saved his money.
13. In the event of the president's death the vice-president succeeds him.
14. He always carried out his duties according to instructions.
15. The price is high for an old car.
16. He ran with all his might.

17. After such hard work, he requires a long rest.
18. He was base enough to accept the dishonourable terms.
19. Many ships were so shattered as to be wholly unmanageable.
20. A rose by any other name would smell as sweet.

Exercise 26. *In each of the following sentences replace each Adverb Clause by an Adverb or Adverb Phrase :—*

1. I have not been well since I returned from Madras.
2. When the sun set he returned home.
3. They fought as heroes do.
4. When the righteous rule, the people rejoice.
5. Though I am poor, yet am I contented.
6. We have come that we may help you.
7. When he entered the room he saw the vase broken.
8. The thief crept as a jackal does.
9. I am glad that he has recovered from his illness.
10. He works hard that he may become rich.
11. He worked so hard that he succeeded.
12. As soon as I saw the cobra I ran away.
13. We ran that we might arrive in time.
14. He jested even as he lay dying.
15. No man can become a great artist unless he applies himself continually to his art. [profit.
16. There was nothing he would not do if only he might make
17. He was not so rich that he could buy a motor-car.
18. When he had uttered these words he sat down.
19. This exercise is so difficult that I cannot do it.
20. The news is so good that it cannot be true.
21. I did not pay him, as I had no money with me.
22. He lived carefully that he might live long.
23. The steamer will leave as soon as the mails arrive.
24. He may go home after his work is finished.
25. As he was sick, he remained at home.
26. He was punished as he deserved.
27. This sum is right so far as the working is concerned.
28. It rained so hard that the streets were flooded.
29. I took him because you recommended him.
30. My parents were poor though they were of noble birth.
31. He refuses to work whatever I may say.
32. We will do the work as well as we can.
33. Robinson Crusoe was puzzled when he discovered the print of a foot on the sand. [lasted.
34. Apollo was worshipped as long as the Roman Empire
35. He was passing rich though his income was only £40 annually.
36. We are kind to you because you are kind to us.
37. The passage is so difficult that I cannot comprehend it.

II. Adjective Clauses.

22. Look at the groups of words in italics in the following sentences:—

1. The umbrella *with a broken handle* is mine. [*Which* umbrella ?]
2. The umbrella *which has a broken handle* is mine. [*Which* umbrella ?]

The first group of words, *with a broken handle*, describes the umbrella; that is, it qualifies the noun *umbrella*, and does the work of an Adjective. It is what we call an Adjective Phrase.

The second group of words, *which has a broken handle*, also describes the umbrella and so does the work of an Adjective. But because it contains a Subject and a Predicate of its own, it is called an **Adjective Clause.**

DEF.—An Adjective Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adjective.

Exercise 27. *Pick out the Adjective Clauses in the following sentences, and tell what noun or pronoun each qualifies :—*

1. Mary had a little lamb whose fleece was white as snow.
2. The letter brought money which was badly needed.
3. The house that I live in belongs to my father.
4. I am monarch of all I survey.
5. I have a little shadow which goes in and out with me.
6. The dog that bites does not bark.
7. He tells a tale that sounds untrue.
8. It's an ill wind that blows nobody any good.
9. The boy stood on the burning deck whence all but he had [fled.
10. They never fail who die in a great cause.
11. I remember the house where I was born.
12. He that climbs too high is sure to fall.
13. Here is the book you want.
14. Heaven helps those who help themselves.
15. He died in the village where he was born.
16. He never does anything that is silly.
17. People who live in glass houses should not throw stones.
18. It is a long lane that has no turning.
19. He laughs best who laughs last.
20. Thrice is he armed that hath his quarrel just.

Exercise 28. *Supply suitable Adjective Clauses :—*

1. I know the place ——. 2. He is the man ——.

3. The house —— is a hundred years old.
4. His offence is one ——. 5. Where is the book —— ?
6. Boys —— will not be promoted.
7. He has lost the book ——.
8. I found the book ——. 9. I know the man ——.
10. No man —— shall suffer in any way.
11. The boy —— gained the prize.
12. I found my penknife in the place ——.
13. Pearls come from Ceylon ——.
14. Water —— should be kept in a covered jar.
15. Any boy —— will be punished.
16. He went away by the train ——.

23. Examine the following sentences:—

1. He met a girl *with blue eyes.*
2. He met a girl *whose eyes were blue.*

The group of words, *with blue eyes*, qualifies the noun *girl*.

The group of words, *whose eyes were blue*, also qualifies the noun *girl*.

Hence both these groups of words do the work of an Adjective.

But the group of words, *with blue eyes*, is a Phrase, while the group of words, *whose eyes were blue*, is a Clause.

We further notice that the Adjective Phrase, *with blue eyes*, is equivalent to the Adjective Clause, *whose eyes were blue*, and can therefore be replaced by it.

Exercise 29. *In each of the following sentences replace each Adjective Phrase by an Adjective Clause* :—

1. A man of industrious habits is sure to succeed.
2. He told us the time of his arrival.
3. The time for departing has now arrived.
4. Do you know the road leading to the temple ?
5. I have a box, filled with almonds.
6. We all admire a man of courage.
7. A city on a hill cannot be hid.
8. The people in the gallery could not hear.
9. You can have anything of your liking.
10. The houses of the Burmans are generally built of bamboo.

Exercise 30. *In the following sentences replace Adjective Clauses by Adjectives or Adjective Phrases* :—

1. The houses in which the Burmans live are generally built of bamboo.

2. The boy who sits near me is my cousin.
3. That was the reason why he came late.
4. The reason, why he failed, is obvious.
5. The workers, who were weary with their exertions, lay down to rest.
6. The sun, which at mid-day was hot, made the traveller thirsty.
7. Which is the road that leads most quickly to the station?
8. People who eat too much die early.
9. Many men who have not been trained to write become journalists.
10. This is the place where our forefathers landed.
11. The explanation he gave was not satisfactory.
12. Such men as you cannot be easily disheartened.
13. This boy, who has been industrious, has earned a prize which he has well deserved.
14. A belief which is generally held is not necessarily one which is true.
15. An author who was famous in the reign of Queen Anne lived in that cottage which overlooks the lake.

III. Noun Clauses.

24. Examine the groups of words in italics in the following sentences:—

1. I expect *to get a prize.* [Expect *what*?]
2. I expect *that I shall get a prize.* [Expect *what*?]

The first group of words, *to get a prize*, does not contain a Subject and a Predicate of its own. It is therefore a Phrase. This Phrase is the object of the verb *expect*, and hence does the work of a Noun. It is therefore a Noun Phrase.

The second group of words, *that I shall get a prize*, contains a Subject and a Predicate of its own. It is therefore a Clause. This Clause is the object of the verb *expect*, and so does the work of a Noun. We therefore call it a **Noun Clause.**

Now examine the sentence,

That you have come pleases me.

Here the Clause, *That you have come*, is the Subject of the verb *pleases*.

It therefore does the work of a Noun, and is what we call a Noun Clause.

DEF.—A Noun Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of a Noun.

Exercise 31. *Point out the Noun Clauses in the following sentences :—*

1. I often wonder how you are getting on.
2. I fear that I shall fail.
3. He replied that he would come.
4. Do you deny that you stole the watch ?
5. I thought that it would be a fine day.
6. That you should cheat me hurts me.
7. No one knows who he is.
8. He saw that the clock had stopped.
9. That you should say this is very strange.
10. I don't see how you can get out of this mess.
11. I earn whatever I can.
12. I do not know what he wants.
13. There were no complaints except that the day was too hot.
14. I went to see what had happened.
15. I do not understand how it all happened.
16. Pay careful attention to what I am going to say.
17. It grieved me to hear that she was ill.
18. I want to know how far it is from here.
19. Where we were to lodge that night was the problem.
20. He begged that his life might be spared.
21. I think you have made a mistake.
22. Can you guess what I want ?
23. How the burglar got in is a mystery.
24. It is uncertain whether he will come.
25. I do not know what he will do.

Exercise 32. *Complete the following by adding suitable Noun Clauses :—*

1. I cannot understand ——.
2. They all said ——.
3. I think ——.
4. This is just ——.
5. He told me ——.
6. —— is a well known fact.
7. Do you know ——?
8. I wonder ——.
9. I do not know ——.
10. Please show me ——.
11. —— is quite certain.
12. I feel certain ——.
13. Tell him ——.
14. Will you tell me ——?
15. His father was anxious ——.
16. You forget ——.
17. It is certain ——.
18. Have you heard ——?
19. —— do with your might.
20. He was pleased with ——.

Exercise 33. *In each of the following sentences replace the words in italics by suitable Noun Clauses :—*

1. *The time of his coming* no one can guess.
2. I heard *of his success.*

3. *The reason of his failure* will never be known.
4. I predict *a change in the weather.*
5. The jury believed *the man guilty.*
6. We expect *an improvement in business.*
7. Who can doubt *the truth of his statement*?
8. I know *him to be trustworthy.*
9. I do not believe *the account given by him.*
10. He confessed *his guilt.*
11. He described *the attack on the camp.*
12. *The place of their meeting* was known to the police.
13. The sailor told us *the direction of the wind.*
14. *His arrival* was quite unexpected.
15. His friends hoped *for his success.*
16. I know *your great regard for him.*

Exercise 34. *In each of the following sentences replace each Noun Clause by a Noun or Noun Phrase*:—

1. I hope that I shall be there in time.
2. He is sure that we will win the match.
3. I remarked that it was a fine day.
4. They do not know where he is concealed.
5. The police must know where he is living.
6. I believe that the man is sincere.
7. Tell me what you think about this.
8. The doctor is hopeful that she will soon recover.
9. It is to be regretted that he retired from the world so early in life.
10. I do not believe what he says.
11. He showed how the problem was done.
12. It seems that he is a sharper.
13. He does not know where I live.
14. Tell me why you did this.
15. It is not known who has written this book.
16. The law will punish whosoever is guilty.

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25. We have now seen that there are three kinds of Clauses:—

(1) Adverb Clauses which do the work of Adverbs.
(2) Adjective Clauses which do the work of Adjectives.
(3) Noun Clauses which do the work of Nouns.

26. Examine the following sentences, and notice the work done by the Clause in each:—

1. I know *where I could find him.*
2. I went to the place *where I could find him.*
3. I went *where I could find him.*

In sentence 1, the Clause does the work of a Noun, and is the Object of the verb *know*.

In sentence 2, the Clause does the work of an Adjective, and qualifies the noun *place*.

In sentence 3, the Clause does the work of an Adverb, and modifies the verb *went*.

We thus see that the same Clause may be a Noun Clause in one sentence, an Adjective Clause in another, and an Adverb Clause in another.

It is therefore clear that we cannot say what kind of Clause a Clause is unless we carefully examine *the work that it does in a sentence.*

Exercise 35. *Pick out the Clause in each of the following sentences, and say what kind of clause it is, and with what word it is connected :—*

1. Come when you like.
2. I know the man who is here.
3. He says that he met your brother.
4. The hand that rocks the cradle rules the world.
5. Before I die I intend to see Venice.
6. Let us rejoice as we go forward.
7. I was reading a book which I had read before.
8. Perhaps he thinks that I am a fool.
9. As I drew near I saw a very curious sight.
10. Where are the friends whom I knew?
11. Can a man live whose soul is dead?
12. I think that he will die.
13. I want to find the man who did this.
14. He made a vow that he would fast for a week.
15. Have you heard that Rama has won the prize?
16. It was not the vizier whom the king suspected.
17. He admitted that he wrote the letter.
18. That he will do it, I have no doubt.
19. I know the place which you mention.
20. That such a thing could happen, I do not believe.
21. When he heard this he turned very pale.
22. Have you seen the horse that he has bought?
23. My father hopes that you will visit us.
24. He behaved as a brave man should do.
25. I will wait until the next train comes.
26. The general feared that he would be surrounded.
27. He ate when he was hungry.
28. Since he has been in hospital he has improved greatly.
29. As I was going in my father came out.
30. There came a time when he was tired of waiting.

31. He spoke of a time when wars should cease.
32. They live where the climate is good.
33. I know a place where roses grow.
34. They have gone to a land whither few travellers go.
35. The wind bloweth whither it listeth.
36. They returned whence they had come.
37. The swallows will return to the country whence such birds migrate.
38. Let none follow me to the retreat whither I now depart.
39. I refer to the year when the monsoon failed.
40. This is not the sort of place where you'll get rich in a hurry.
41. Sadly they returned to the prison whence they had so hopefully set forth that morning.
42. You will always regret the day when you did this.
43. Another occupies the seat where once I sat.
44. He has gone to that bourne whence no traveller returns.

Exercise 36. *In each of the following sentences write a Clause in place of the words in italics, and say whether the Clause is a Noun Clause, an Adjective Clause, or an Adverb Clause :—*

1. He cannot find a place *to sleep in.*
2. The girl *with long hair* is my cousin.
3. Have you heard *the news* ?
4. *In spite of his efforts* he failed.
5. He walked slowly *to avoid slipping.*
6. This is *my home.* 7. He cried aloud *for joy.*
8. I am surprised at *your question.*
9. He works hard *for a living.*
10. *Being lame* he has to use crutches.
11. *The sun having set,* the army stopped to rest.
12. I heard *of his arrival.*
13. *The duration of the war* is uncertain.
14. *His remarks* were not received with approval.
15. He declared *his innocence.*
16. I am hopeful *of his speedy recovery.*
17. Did he explain *the purpose of his coming* ?
18. He ordered *the traitor to be executed.*
19. He remarked *on the boy's impudence.*
20. *His silence* proves his guilt.
21. I cannot tell you *the date of my return.*
22. *His share in the plot* was suspected.
23. He speaks *like a born orator.*
24. *Under existing conditions* railway travelling is expensive.
25. He is not so foolish *as to accept your offer.*
26. *In my old home* we had many fruit trees.
27. I promise you a holiday *on condition of your good behaviour.*

CHAPTER IV.

SENTENCES: SIMPLE, COMPOUND, AND COMPLEX.

27. Examine the following sentences:—

1. His courage won him honour.
2. The moon was bright and we could see our way.
3. Night came on and rain fell heavily and we all got very wet.
4. They rested when evening came.
5. As the boxers advanced into the ring, the people said they would not allow them to fight.

We see that sentence 1 has only *one* Subject and *one* Predicate. Such a sentence is called a **Simple Sentence.**

Def.—A Simple sentence is one which has only *one* Subject and *one* Predicate.

[Or] A Simple sentence is one which has only *one* Finite Verb.

Sentence 2 consists of two parts:

(i) The moon was bright.
(ii) We could see our way.

These two parts are joined by the Co-ordinating Conjunction *and.*

Each part contains a Subject and a Predicate of its own. Each part is therefore a sentence which is part of a larger sentence. In other words, each part is what we call a Clause.

We further notice that each Clause makes good sense by itself, and hence can stand by itself as a complete sentence. Each Clause is therefore *independent* of the other, or of the *same order* or *rank,* and is called a **Co-ordinate Clause.**

A sentence, such as the second, which is made up of Co-ordinate Clauses, is called a **Compound Sentence.**

Sentence 3 consists of three Clauses of the *same order* or *rank.* In other words, sentence 3 consists of three Co-ordinate Clauses, *viz.*:

(i) Night came on.
(ii) Rain fell heavily.
(iii) We all got very wet.

Such a sentence is also called a Compound sentence.

Def.—A Compound sentence is one made up of two or more Co-ordinate Clauses.

NOTE.—The term **Double** is now used for a sentence which consists of *two* co-ordinate clauses, and the term **Multiple** for a sentence of *more than two* co-ordinate clauses.

Sentence 4, consists of two parts:—

(i) They rested. (ii) When evening came.

Each part contains a Subject and a Predicate of its own, and forms part of a larger sentence. Each part is therefore a Clause.

We further notice that the Clause, *They rested*, makes good sense by itself, and hence can stand by itself as a complete sentence. It is therefore called the **Principal** or **Main Clause.**

The Clause, *when evening came*, cannot stand by itself and make good sense. It is dependent on the Clause, *They rested*. It is therefore called a **Dependent** or **Subordinate Clause.**

A sentence, such as the fourth, is called a **Complex Sentence.**

Sentence 5, consists of three Clauses:—

(i) The people said. (Main Clause.)
(ii) As the boxers advanced into the ring. (Subordinate Adverb Clause.)
(iii) They would not allow them to fight. (Subordinate Noun Clause.)

Such a sentence is also called a Complex sentence.

DEF.—A Complex sentence consists of one Main Clause and one or more Subordinate Clauses.

28. Look at the following Compound sentences, and notice the Co-ordinating Conjunctions joining clauses of equal rank:—

I shall do it now *or* I shall not do it at all.
He gave them no money *nor* did he help them in any way.
He threw the stone *but* it missed the dog.
He *neither* obtains success *nor* deserves it.
He is *either* mad *or* he has become a criminal.
I *both* thanked him *and* rewarded him.

Exercise 37. *State which of the following sentences are Compound, and which are Complex. In the case of a Compound sentence separate the co-ordinating clauses of which it is composed, and mention the conjunction connecting these clauses. If a sentence is*

Complex divide it into its clauses, and state the Principal clause and the Subordinate clause or clauses :—

1. The horse reared and the rider was thrown.
2. Walk quickly, else you will not overtake him.
3. The town in which I live is very large.
4. I called him, but he gave me no answer.
5. I agree to your proposals, for I think them reasonable.
6. I went because I was invited.
7. Either he is drowned or some passing ship has saved him.
8. I returned home because I was tired.
9. They always talk who never think.
10. He came oftener than we expected.
11. He blushes; therefore he is guilty.
12. A guest is unwelcome when he stays too long.
13. Whatever you do, do well.
14. He must have done his duty, for he is a conscientious man.
15. He rushed into the field, and foremost fighting fell.
16. Man proposes, but God disposes.
17. Where ignorance is bliss, 'tis folly to be wise.
18. Listen carefully and take notes.
19. The heavens declare the glory of God; and the firmament showeth his handiwork.
20. He tried hard, but he did not succeed.
21. She must weep or she will die.
22. They serve God well who serve his creatures.
23. Man is guided by reason, and beasts by instinct.
24. Quarrels would not last long if the fault were only on one side.
25. God made the country and man made the town.
26. He trudged on, though he was very tired.
27. There was one philosopher who chose to live in a tub.
28. The Commons passed the bill, but the Lords threw it out.
29. Tell me the news as you have heard.
30. He that has most time has none to lose.
31. Your arguments are weighty; still they do not convince me.
32. Everything comes, if a man will only work and wait.
33. The same day went Jesus out of the house, and sat by the sea-side.
34. We must eat to live, but we should not live to eat.
35. Govern your passions or they will govern you.
36. They [rats] fought the dogs, and killed the cats,
    And bit the babies in the cradles,
  And ate the cheeses out of the vats,
    And licked the soup from the cook's own ladles.
37. My heart leaps up when I behold
    A rainbow in the sky.

CHAPTER V.

MORE ABOUT NOUN CLAUSES.

29. We have seen that there are three kinds of Subordinate Clauses:—

The Noun Clause, the Adjective Clause, and the Adverb Clause.

We have also seen that a Noun Clause is a subordinate clause which does the work of a noun in a Complex sentence.

30. Since a Noun Clause does the work of a Noun in a Complex sentence, it can be:

1. The Subject of a verb.
2. The Object of a transitive verb.
3. The Object of a preposition.
4. In Apposition to a Noun or Pronoun.
5. The Complement of a verb of incomplete predication.

31. In each of the following Complex sentences, the Noun Clause is the Subject of a verb:—

That you should say so surprises me.
That it would rain seemed likely.
What he said was true.
When I shall return is uncertain.
How he could assist his friend was his chief concern.
Why he left is a mystery.
Whether we can start to-morrow seems uncertain.

32. In each of the following Complex sentences, the Noun Clause is the Object of a transitive verb:—

He says *that he won't go.*
I hoped *that it was true.*
She denied *that she had written the letter.*
I cannot tell *what has become of him.*
I do not know *when I shall return.*
I asked the boy *how old he was.*
Tell me *why you did this.*
Tell me *where you live.*
No one knows *who he is.*
I earn *whatever I can.* Ask *if he is at home.*

33. In each of the following Complex sentences, the Noun Clause is the Object of a preposition:—

Pay careful attention to *what I am going to say.*
There is no meaning in *what you say.*
There were no complaints except *that the day was too hot.*

34. In each of the following Complex sentences, the Noun Clause is in Apposition to a Noun or Pronoun:—

Your statement *that you found the money in the street* will not be believed.
His belief *that some day he would succeed* cheered him through many disappointments.
You must never forget this, *that honesty is the best policy.*
It is feared *that he will not come.*
It was unfortunate *that you were absent.*

35. In each of the following Complex sentences, the Noun Clause is used as the Complement of a verb of incomplete predication:—

My belief is *that he will not come.*
Her constant prayer was *that the child might live.*
His great fear is *that he may fail.*
My wish is *that I may please you.*
Their request will be *that they may be allowed to resign.*
Life is *what we make it.*
This is *where I live.*

NOTE.—From the above examples it will be seen that a Noun Clause is generally introduced by the subordinating Conjunction *that.* Sometimes, however, the Conjunction *that* is omitted; as,

I know (that) he did it.

Exercise 38. *Write down a dozen Complex sentences each containing a Noun Clause. Make the Noun Clause the Subject in the first three, the Object in the next three, and in Apposition to a Noun or Pronoun in the next three. Use the Noun Clause Predicatively in the last three.*

Exercise 39. *Point out the Noun Clause, and say whether it is the Subject of some verb, or the Object of some verb, or the Complement of some verb, or in Apposition to some noun or pronoun, or the Object of some preposition:—*

1. Tell me how you found that out.
2. That he will succeed is certain.
3. I think you have made a mistake.
4. She says her mother is ill.
5. How long I shall stay here is doubtful.
6. I did not know that he had come.
7. It is clear that he was guilty.

8. I do not understand how it all happened.
9. Can you tell who wrote *Sakuntala* ?
10. All depends on how it is done.
11. Do you deny that you stole the purse ?
12. The law will punish whosoever is guilty.
13. I think I know your face. 14. Ask if dinner is ready.
15. The report that he was killed is untrue.
16. Do whatever you think right.
17. I don't see how you can get out of this mess.
18. Do you know when the train will arrive ?
19. Whoever came was made welcome.
20. I understand you want a situation.
21. My verdict is that the prisoners shall die.
22. I cannot express how sorry I am.
23. They guessed what he meant.
24. Will you explain why you behaved so ?
25. No one can tell how this will end.
26. The truth is that we have been deceived.
27. It is not clear who has done this.
28. I do not know how I can deal with this rascal.
29. I did not know whether I should laugh or cry.
30. We are desirous that you should succeed.
31. After a few questions he found I was fit for everything in [the world

36. Notice that any Simple sentence (whether Statement, Wish, or Question) can be made into a Noun Clause by the use of such Verbs as, *to say, to know*, etc. *E. g.*:—

1. Statement.	(*a*)	Rama plays football.
	(b)	I know *that Rama plays football.*
2. Wish.	(*a*)	Let us pray.
	(*b*)	The priest desires *that we pray.*
3. Question.	(*a*)	How many boys are there in your class?
	(b)	I ask you *how many boys there are in your class.*

NOTE.—A Simple sentence that is an Exclamation, such as,

What a fool he has been!

becomes a Noun Clause after Verbs like *to look* or *to see*. *E. g.*:—

Look what a fool he has been.

Therefore, just as there are four kinds of Simple sentence (Statement, Wish, Question, and Exclamation) there are four kinds of Noun Clause: (i) Dependent Statement, (ii) Dependent Wish, (iii) Dependent Question, and (iv) Dependent Exclamation.

37. Sometimes, instead of a Noun Clause introduced by *that*, the Accusative with the Infinitive is used.

1. (*a*) He thought *that he was safe there.*
   (*b*) He thought *himself to be safe there.*
2. (*a*) I believed *that he was a true friend.*
   (*b*) I believed *him to be a true friend.*
3. (*a*) This proved *that the man had stolen the horse.*
   (*b*) This proved *the man to have stolen the horse.*
4. (*a*) We know *that Rama is alive.*
   (*b*) We know *Rama to be alive.*

CHAPTER VI.

MORE ABOUT ADJECTIVE CLAUSES.

38. As we have seen, an Adjective Clause in a Complex sentence is a subordinate clause which does the work of an Adjective, and so qualifies some noun or pronoun in the main clause.

An Adjective Clause is introduced by a Relative Pronoun or by a Relative Adverb ; as,

Uneasy lies the head *that wears a crown.*
He is the man *whom we all respect.*
The time *when the boat leaves* is not yet fixed.
The house *where the accident occurred* is near by.
The reason *why I did it* is obvious.

39. Sometimes, however, a Relative Pronoun introduces a Co-ordinate clause ; as,

I met Rama *who* (= and he) gave me your message.

Here we are using the Relative Pronoun *who* to introduce a *co-ordinate* clause.

[It might appear, at first sight, that the clause, *who gave me your message*, is an Adjective clause and therefore Subordinate. It will be seen that this is not the case however, for it in no way identifies or describes *Rama.*

In the sentence,

He is the boy who broke the window,

the clause, *who broke the window*, clearly identifies and describes the *boy*, and is therefore an Adjective clause.]

40. Below are further examples of *who* (and *which*) used to introduce a co-ordinate clause.

1. I met Mr. Joshi, who (= and he) thereupon shook hands with me.
2. The prisoner was taken before the Captain, who (= and he) condemned him to instant death.
3. He gave me a message which (=and it) is this.
4. He released the bird which (= and it) at once flew away.

41. The Relative Pronoun or the Relative Adverb, introducing an Adjective clause, is sometimes understood, and not expressed ; as,

1. There was not a boy in the class ∧ *could answer the question.*
   [Here the Relative Pronoun *who* is understood.]
2. Eat all ∧ *you can.*
   [Here the Relative Pronoun *that* is understood.]
3. I saw a man ∧ *I know.*
   [Here the Relative Pronoun *whom* is understood.]
4. Where's the book ∧ *he left for me* ?
   [Here the Relative Pronoun *which* is understood.]
5. On the day ∧ *you pass the examination* I shall give you a reward.
   [Here the Relative Adverb *when* is understood.]
6. The reason ∧ *I have come* is to ask for my money.
   [Here the Relative Adverb *why* is understood.]

42. In such sentences as the following, *but* is equivalent to a Relative Pronoun followed by *not*, and serves to introduce an Adjective Clause:—

1. There was not a woman present *but* wept to hear such news. [That is, *who* did *not* weep to hear such news.]
2. And not a man of the three hundred at Thermopylæ *but* died at his post. [That is, *who* did *not* die at his post.]
3. Nor is there a man here *but* loved our Cæsar. [That is, *who* did *not* love Cæsar.]
4. There was not a widow *but* longed to die upon the pyre of her husband. [That is, *who* did *not* long to die, etc.]
5. There is no fireside *but* has one vacant chair. [*That* has *not* one vacant chair.]

43. Note that *than* is sometimes used as a Preposition before a Relative Pronoun in the Adjective Clause ; as,

They elected Rama *than* whom no better boy ever went to school.

We will follow Brutus *than* whom Rome knows no nobler [son.

It was a blow *than* which no crueller was ever struck.

We came to a spot *than* which mine eyes have seldom seen a lovelier.

44. The Infinitive with *to* is often used as the equivalent of an Adjective Clause.

1. (*a*) Give me some food *which I may eat.*
   (*b*) Give me some food *to eat.*
2. (*a*) He has no boots *which he can wear.*
   (*b*) He has no boots *to wear.*
3. (*a*) The doctor has given me medicine *which I must take.*
   (*b*) The doctor has given me medicine *to take.*
4. (*a*) I have work *which I must do.*
   (*b*) I have work *to do.*
5. (*a*) His mother gave him an anna *which he might put in his money-box.*
   (*b*) His mother gave him an anna *to put in his money-box.*

Exercise 40. *Pick out each Adjective Clause in the following sentences and say which noun or pronoun in the main clause it qualifies :—*

1. This is the house that Jack built.
2. He that climbs too high is sure to fall.
3. She sleeps the sleep that knows no waking.
4. We obeyed the order the teacher gave us.
5. Servants that are honest are trusted.
6. They never fail who die in a great cause.
7. We love them who love us.
8. The moment which is lost is lost for ever.
9. I have a little shadow which goes in and out with me.
10. It is an ill wind that blows nobody good.
11. Youth is the time when the seeds of character are sown.
12. It was the schooner Hesperus that sailed the wintry sea.
13. They never pardon who have done the wrong.
14. He has a son who has made a name for himself.
15. A friend who helps you in time of need is a real friend.
16. All that glitters is not gold.
17. He could not answer the questions I asked him.
18. He laughs best who laughs last.
19. All the blessings we enjoy come from God.
20. They that are whole have no need of the physician.
21. Little good work can be expected from men who are great boasters.
22. The plan you propose is a very good one.
23. The night is long that never finds the day.
24. It is a long lane that has no turning.
25. He gave me everything I asked for.
26. He failed in everything that he laid his hands upon.
27. He has tricks that remind me of his father.
28. I duly received the message you sent me.

29. The fox saw the grapes which hung over the garden wall.
30. The bark that held a prince went down.
31. He that is down need fear no fall.
32. We are such stuff as dreams are made of.
33. The man that hath no music in his soul is fit for treason.
34. True love's the gift which God has given to man alone beneath the heaven.
35. Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.
36. Who lives longest sees the most.
37. Often I think of the beautiful town
That is seated by the sea.

Exercise 41. *Make ten sentences each containing an Adjective Clause in which a Relative Pronoun is understood.*

Exercise 42. *Make ten sentences each containing an Adjective Clause in which a Relative Adverb is understood.*

CHAPTER VII.

MORE ABOUT ADVERB CLAUSES.

45. We have seen that an Adverb clause is a subordinate clause which does the work of an Adverb. It may therefore modify some verb, adjective, or adverb in the main clause ; as,

Strike the iron *while it is hot.*
You are taller *than I thought.*
He ran so quickly *that he soon overtook me.*

46. Adverb clauses are of many kinds, and may be classified as Adverb clauses of—

1. Time.
2. Place.
3. Purpose.
4. Cause.
5. Condition.
6. Result.
7. Comparison.
8. Supposition or Concession.

1. Adverb Clauses of Time.

47. Adverb Clauses of Time are introduced by the Subordinating Conjunctions *when, whenever, while, after, before, since, as*, etc.

When you have finished your work you may go home.
I will do it *when I think fit.*

Don't talk *while she is singing.*
While I command this ship there will be good discipline.
He came *after night had fallen.*
After the law had been passed this form of crime ceased.
Do it *before you forget.*
Before you go bring me some water.
I have not been well *since I returned from Madras.*
There was silence *as the leader spoke.*
As he came into the room all rose to their feet.
The doctor always comes *whenever he is sent for.*
They were commanded to wait *till the signal was given.*
The world always will be the same, *as long as men are men.*
As soon as he heard the news he wrote to me.
Just as he entered the room the clock struck.
No sooner did he see us *than he disappeared.*

Exercise 43. *Write five sentences containing Adverb clauses of time.*

2. Adverb Clauses of Place.

48. Adverb Clauses of Place are introduced by the Subordinating Conjunctions *where, wherever, whence, whither,* etc.

I have put it *where I can find it again.*
They can stay *where they are.*
Where you live I will live.
He led the caravan *wherever he wanted to go.*
You can put it *wherever you like.*
Let him be arrested *wherever he may be found.*
Go quickly *whence you came.*
Whence this money cometh thither let it return.
The wind bloweth *whither it listeth.*
Whither thou goest I will go.

Exercise 44. *Write three sentences containing Adverb clauses of place.*

3. Adverb Clauses of Purpose.

49. Adverb Clauses of Purpose are introduced by the Subordinating Conjunctions *that* and *lest.*

Come hither *that I may bless thee.*
He drew his sword *that he might defend himself.*
I die *that France may live.*
Did he do it *that he might make a profit for himself?*
That he might be well fed his mother starved herself.
Write it down *lest you forget all about it.*

Watch *lest ye enter into temptation.*
Lest ye fail, strive night and day.
Sleep not *lest your Lord come in the night.*
Obey *lest ye be punished.*

NOTE.—As Adverb Clauses of Purpose show what is *wished* or *desired* they are in the Subjunctive mood.

Exercise 45. *Write three sentences containing Adverb clauses of purpose.*

4. Adverb Clauses of Cause or Reason.

50. Adverb Clauses of Cause or Reason are introduced by the Subordinating Conjunctions *because, as, since, that.*

Because I like you, I shall help you.
I did it *because I wanted to.*
I did not buy it *because I did not like the look of it.*
He thinks, *because he is rich*, he can buy justice.
Since you are so clever you will be able to explain this.
Since your father is not at home, I will ask you to take the message.
Since you swear to serve me faithfully, I will employ you.
I am glad *that you like it.*
He was very pleased *that you have passed.*
As he was not there, I spoke to his brother.

Exercise 46. *Write five sentences containing Adverb clauses of cause or reason.*

5. Adverb Clauses of Condition.

51. Adverb Clauses of Condition are introduced by the Subordinating Conjunctions *if, whether, unless.*

If I like it, I shall buy it. Come *if you wish to.*
If it rains we shall stay at home.
If you have tears, prepare to shed them now.
You must go *whether you hear from him or not.*
Whether the Rajah gives him blows or money, he will speak the truth.
Unless you work harder you will fail.
I shan't pay it *unless he sends me the bill again.*
I will forgive you *on condition that you do not repeat the offence.*

NOTE 1.—Sometimes the Subordinating Conjunction is omitted in Adverb Clauses of Condition ; as,

Had I not seen this with my own eyes I would not have believed it.

Had I the wings of a bird I would fly away.
He would be happier *were he honester.*
Were an angel to tell me such a thing of you, I would not believe it.
What would you answer *did I ask you such a question?*

NOTE 2.—Clauses of Condition are sometimes introduced by a Relative Pronoun, or Adjective, or Adverb (without any antecedent); as,

Whatever happens keep calm.
Don't annoy him *whatever you do.*
Whatever may be the result, I shall refuse.
Whichever road we take we shall be too late.
However cleverly you may cheat, you will be found out at last.

Exercise 47. *Write five sentences containing Adverb clauses of condition.*

6. Adverb Clauses of Result or Consequence.

52. Adverb Clauses of Result or Consequence are introduced by the Subordinating Conjunction *that.* Frequently *so* or *such* precedes it in the Principal Clause.

So bravely did they fight *that the enemy were driven off.*
So good a man is he *that all respect him.*
So great a fire raged *that London was burnt down.*
The Romans built in such a way *that their walls are still standing.*
He spoke in such a low voice *that few could hear him.*
So terrible a disease broke out *that very few of the people survived.*
Very heavy rain fell so *that the rivers were soon in flood.*
Laws were quickly passed *so that this abuse was checked.*
He behaved in such a manner *that his reputation suffered.*
So cold was it *that many died.*

NOTE.—The Subordinating Conjunction *that* is sometimes understood, and not expressed, in Adverb Clauses of Result; as,

He was so weak *he could not speak.*
I am so deaf *I cannot hear thunder.*
It was so late *I waited no longer.*
He is so old *he can hardly walk.*
I was so small *I could not see it.*

Exercise 48. *Write five sentences containing Adverb clauses of result or consequence.*

7. Adverb Clauses of Comparison.

53. Adverb Clauses of Comparison are of two kinds:—

(i) Adverb Clauses of Comparison of Degree.
(ii) Adverb Clauses of Comparison of Manner.

54. Adverb Clauses of Comparison of Degree are introduced by the Subordinating Conjunction *than*, or by the Relative Adverb *as*; as,

He is older *than he looks.*
No one can run faster *than* Rama.
It is later *than I thought.*
You must work harder *than I do.*
He is as stupid *as he is lazy.*
He is not so clever *as you think.*

NOTE.—The Verb of the Adverb Clause of Comparison of Degree is often understood and not expressed; as,

Nobody knows it better *than I* [do].
Few are better leaders *than he* [is].
You like curry better *than I* [like it].
It will happen as sure *as death* [is sure].
Not many know the truth of this better *than you* [know it].

Exercise 49. *Write five sentences containing Adverb clauses of comparison of degree.*

55. Adverb Clauses of Comparison of Manner are introduced by the Relative Adverb *as*; as,

You may do *as you please.*
It all ended *as I expected.*
As you have made your bed so you must lie on it.
As he has lived so will he die.
As the twig is bent the branch will grow.

Exercise 50. *Write five sentences containing Adverb clauses of comparison of manner.*

8. Adverb Clauses of Supposition or Concession.

56. Adverb Clauses of Supposition or Concession are introduced by the Subordinating Conjunctions *though, although, even if.*

Though I am poor I am honest.
Though the heavens fall, justice must be done.

Though He slay me yet will I love Him.
He set sail *though the storm threatened.*
Although the troops had marched all day they fought bravely all night.
Although I forbade this you have done it.
I shall be able to get in *although I have no ticket.*
Even if it rains I shall come.
Even if he is old he is able to do a great deal of work.
I would not do it *even if you paid me.*

Exercise 51. *Write five sentences containing Adverb clauses of supposition or concession.*

Exercise 52. *Pick out the Adverb clauses in the following sentences, tell the kind of each clause and point out the word in the main clause which it modifies :—*

1. Forgive us as we forgive our enemies.
2. We sow that we may reap.
3. He did it as I told him.
4. I couldn't be angry with him, if I tried.
5. He arrived as we were setting out.
6. If this story were false, what should you do?
7. It is ten hours since I had nothing to eat.
8. I make friends wherever I go.
9. At Rome we must do as the Romans.
10. If I were you I would do it at once.
11. The general was as good as his word.
12. My sight is as keen as yours.
13. Some seeds fell where there was no earth.
14. Since you say so, I must believe it.
15. Stand still if you value your life.
16. He labours that he may become rich.
17. He lost more than he could afford.
18. It is so simple that a child can understand it.
19. He kept on writing as though he did not hear.
20. Boy as he was, he was chosen king.
21. He rides as a cowboy rides.
22. I will die before I submit.
23. He was caught in a shower as he was returning from school.
24. He speaks better than he writes.
25. He came in while I was out.
26. After the vote was taken, the meeting broke up.
27. He wept as if he had been a child.
28. Apollo was worshipped as long as the Roman Empire lasted.
29. He consoled the unfortunate mother as best he might.
30. He ran so fast that I could not overtake him.
31. He knows that inasmuch as I have told him.
32. The younger man has more money than brains.

33. Since you desire it, I will look into the matter.
34. They set a strong guard, lest any one should escape.
35. He succeeded although his success was not expected.
36. The earth is larger than the moon.
37. It was dark when the cannonading stopped all of a sudden.
38. His pity gave ere charity began.
39. Wherever I went was my poor dog Tray.
40. He felt as if the ground were slipping beneath his feet.
41. Some people act as though they could do no wrong.
42. Fools rush in where angels fear to tread.
43. He dared not stir, lest he should be seen.
44. The movement was checked before it was fairly started.
45. A glutton lives that he may eat.
46. Everything happened exactly as had been expected.
47. Robinson Crusoe was puzzled when he discovered the print of a foot on the sand.
48. Enough is as good as a feast.
49. He finished the work as the clock struck five.
50. As sure as you stand there, this young lady is your lawful wedded wife.
51. It's dull in our town since my playmates left.
52. Whilst I live, thou shalt never want a friend to stand by thee.
53. No sooner did this idea enter his head, than it carried conviction with it.
54. Notwithstanding that Dunne is being lionized, he still keeps a level head.
55. They were commanded to wait till the signal was given.
56. Rich as he is, one would scarcely envy him.
57. Open rebuke is better than secret love.
58. Have you turned detective, that you keep your eye on me like this?
59. He had not read half-a-dozen pages, when the expression of his face began to change.
60. My eldest son was bred at Oxford, as I intended him for the learned professions.
61. The wealth of Clive was such as enabled him to vie with the first grandees of England.
62. I had scarcely taken orders a year, before I began to think seriously of matrimony.
63. If you have tears, prepare to shed them now.
64. The world always will be the same, as long as men are men.

Exercise 53. *Use each of the following clauses in a sentence, and say what work it does in your sentence :—*

1. that he was tried
2. where he was born
3. as he was told
4. what you say
5. whosoever is guilty
6. who laughs last
7. because he is generous
8. since you say so

9. as he deserved
10. before it was too late
11. as soon as he heard the news
12. that he soon overtook me
13. where he had left it
14. how old he was
15. if you are diligent
16. because I was tired
17. what has become of him
18. when the train will arrive
19. who did it
20. whatever you think right
21. since I returned from Lahore
22. how this will end
23. what he wants
24. as he could
25. as he was not there
26. if I were you
27. that the streets were flooded
28. as I told him
29. before I submit
30. that he is a millionaire
31. as she is beautiful
32. what you want
33. when his father died
34. as it was raining
35. as you please
36. than you are [strong]
37. although he is not rich
38. who works hard
39. that we shall win
40. when I shall return
41. if I had not helped you
42. although they fought most valiantly
43. when the cat is away
44. while it is hot
45. who help themselves
46. while the sun shines
47. till you are out of the wood
48. that wears a crown
49. who live in glass houses
50. where ignorance is bliss
51. that blows nobody good
52. No sooner did he see me
53. as dreams are made on
54. that has no turning
55. where angels fear to tread
56. that we may live

Exercise 54. *Use the following subordinate clauses in as many different ways as possible by attaching them to suitable principal clauses :—*

1. where he was buried.
2. when the train will arrive.
3. where he had left it.
4. who did it.
5. why he did it.
6. that he might succeed in [life.
7. whom he had met.
8. when the monsoon failed.

Exercise 55. *Complete the following sentences by supplying appropriate connecting words :—*

1. Small service is true service —— it lasts.
2. It is a great loss to a man —— he cannot laugh.
3. We there met a boy —— had lost his way.
4. It is the common doom of man —— he must eat his bread by the sweat of his brow.
5. Fit words are better —— fine ones.
6. He makes no friend,—— never made a foe.
7. The moment —— is lost is lost for ever.

8. Forgive us our debts —— we forgive our debtors.

9. The man —— stands by me in trouble I won't bid him go —— the sun shines again.

10. Money —— is easily earned is soon spent. [nion.

11. —— somewhat pompous, he was an entertaining compa-

12. Poetry takes me up so entirely —— I scarce see what passes under my nose.

13. He —— fights and runs away, lives to fight another day.

14. Never refuse to entertain a man in your heart —— all the world is talking against him.

15. —— you would be healthy, be good.

16. —— I am dead, my dearest, sing no sad songs for me.

17. A man has no more right to say an uncivil thing —— to act one.

18. —— the blind lead the blind, both shall fall into the ditch.

19. —— this be madness, —— there is method in it.

20. Consider the lilies —— they grow.

21. —— he [Lord Beaconsfield] was ambitious his ambition was a noble one. [music.

22. —— we approached the house, we heard the sound of

23. I have not been well —— I returned from Delhi.

24. These are the books —— I ordered last week.

25. They live —— their fathers lived before them.

26. No one can tell —— this will end.

27. —— he had gone I remembered —— he was.

28. A man —— loses his temper continually is a nuisance.

29. Youth is the time —— the seeds of character are sown.

30. The house —— he was born lies in ruins.

31. —— my mother died I was very young.

32. Do not halloo —— you are out of the wood. [over.

33. I shall see you to-morrow, —— we will talk the matter

34. They always talk —— never think.

35. I did not recognize him —— he told me —— he was.

36. They serve God well —— serve his creatures.

37. I have a little shadow —— goes in and out with me.

38. I met a boy —— told me —— I could find you. [world.

39. We learn, —— we may be able to make our way in the

40. —— he was not there, I spoke to his brother.

41. A vessel that once gets a crack, —— it may be cunningly mended, will never stand such rough usage —— a whole one.

42. They say the Lion and the Lizard keep the courts —— Jamshyd gloried and drank deep.

43. —— he heard this, Wellington, —— was in command of the British, decided —— the whole line should advance.

44. I resolved —— I would say nothing —— I knew the worst.

45. —— he was born, —— brought him up, and —— he lived, we are not told.

46. Nothing can describe the confusion of thought —— I felt —— I sank into the water.

47. —— he was a strict disciplinarian he was loved by all —— I served under him.

48. One great reason —— we are insensible to the goodness of the Creator is the fact —— His bounty is so extensive.

49. Passengers are warned —— it is dangerous to lean out of the window —— the train is in motion.

CHAPTER VIII.

ANALYSIS OF COMPLEX SENTENCES.

57. In analysing a Complex sentence the first step is to find out the Principal or Main Clause.

The next step is to find out the Subordinate Clause or Clauses, showing the relation which each Clause bears to the Principal Clause.

The last step is to analyse separately the Principal Clause and each Subordinate Clause, just as we analyse a Simple sentence.

58. Now study carefully the following example of the analysis of a Complex sentence:—

Whenever he heard the question, the old man who lived in that house, answered that the earth is flat.

Complex sentence containing three subordinate clauses:

1. The old man...answered...(Principal clause.)
   2. Whenever he heard the question. (Adverb clause of time, modifying *answered* in 1.)
   3. Who lived in that house. (Adjective clause, qualifying *man* in 1.)
   4. That the earth is flat. (Noun clause, object of *answered* in 1.)

(Detailed analysis of each clause in tabular form.)

No.	CONNECTIVE.	SUBJECT.		PREDICATE.			
		Subject-word.	*Attribute.*	*Verb.*	*Object.*	*Complement.*	*Adv. Qualification.*
1		man	(1) the (2) old	answered			
2	Whenever	he		heard	the question		
3		who		lived			in that house
4	that	earth	the	is		flat	

Or, we may arrange the complete analysis in tabular form as under:—

THE CLAUSE.	KIND OF CLAUSE.	CONNECTIVE.	SUBJECT.		PREDICATE.			
			Subject-word.	*Attribute.*	*Verb.*	*Object.*	*Complement.*	*Adverbial Qualification*
1. The old man answered	Principal Clause		man	(1) the (2) old	answered			
2. Whenever he heard the question	Adverb Clause of Time, modifying *answered* in 1.	whenever	he		heard	the question		
3. Who lived in that house.	Adjective Clause, qualifying *man* in 1.		who		lived			in that house
4. That the earth is flat.	Noun Clause, object of *answered* in 1.	that	earth	the	is		flat	

59. Sometimes a Subordinate clause has another Subordinate clause within it; that is, a Subordinate clause has another Subordinate clause dependent on it. *E. g.*,

(A) I think that he destroyed the letter which you sent there.

1. I think...(Principal clause.)
2. That he destroyed the letter...(Noun clause, object of *think* in 1.)
3. Which you sent there...(Adjective clause, subordinate to 2, qualifying *letter*.)

No.	CONNECTIVE.	SUBJECT.	PREDICATE.		
			VERB.	OBJECT.	ADVERBIAL QUALIFICATION.
1		I	think		
2	that	he	destroyed	the letter	
3		you	sent	which	there

(B) He replied that he worked whenever he liked.

1. He replied...(Principal clause.)
2. That he worked...(Noun clause, object of *replied* in 1.)
3. Whenever he liked. (Adverb clause, subordinate to 2, modifying *worked*.)

No.	CONNECTIVE.	SUBJECT.	PREDICATE.	
			VERB.	ADV. QUALIFICATION.
1		He	replied	
2	that	he	worked	
3		he	liked	whenever

(C) I know the man who said that this would happen.

1. I know the man...(Principal clause.)
2. Who said...(Adjective clause, qualifying *man* in 1.)
3. That this would happen. (Noun clause, subordinate to 2, object of *said*.)

No.	CONNECTIVE.	SUBJECT.	PREDICATE.	
			VERB.	OBJECT.
1		I	know	the man
2		who	said	
3	that	this	would happen	

60. One afternoon, as in that sultry clime
It is the custom in the summer-time,
With bolted doors and window-shutters closed,
The inhabitants of Atri slept or dozed,
When, suddenly, upon their senses fell
The loud alarum of the accusing bell!

Complex sentence, containing two subordinate clauses:

1. One afternoon, with bolted doors and window-shutters closed, the inhabitants of Atri slept or dozed. (Principal clause.)
2. As in that sultry clime it is the custom in the summer-time. (Adverb clause of manner, modifying *slept or dozed* in 1.)
3. When, suddenly, upon their senses fell the loud alarum of the accusing bell. (Adverb clause of time, modifying *slept or dozed* in 1.)

No.	CONNECTIVE.	SUBJECT.		PREDICATE.			
		Subject-word.	*Attribute.*	*Verb.*	*Object*	*Complement.*	*Adv. Qualification.*
1		inhabitants	(1) the (2) of Atri	slept or dozed			(1) one afternoon (2) with bolted doors and window-shutters closed
2	as	it		is		the custom	(1) in that sultry clime (2) in the summer-time
3	when	alarum	(1) the (2) loud (3) of the accusing bell	fell			(1) suddenly (2) upon their senses

61. In analysing a Complex sentence, some adopt a method slightly different from the above. They first analyse the Complex sentence *as a whole* (as shown below), and then analyse the subordinate clauses separately.

Whenever he heard the question, the old man who lived in that house, answered that the earth is flat. (See § 58.)

SUBJECT.		PREDICATE.		
SUBJECT-WORD.	ATTRIBUTE.	VERB.	OBJECT.	ADVERBIAL QUALIFICATION.
man	(1) The (2) old (3) who lived in that house	answered	that the earth is flat	whenever he heard the question

Clause Analysis.

62. Usually when a long sentence is given for analysing, detailed analysis is not required. In such a case the student is asked to give what is called **General Analysis**; that is, he is asked to break up the given sentence into its several clauses and show their relation to one another.

We give below the General Analysis, or as it is sometimes called **Clause Analysis,** of six more sentences.

(1) Breathes there the man with soul so dead
Who never to himself hath said,
'This is my own, my native land!'

Complex sentence, containing two subordinate clauses:

1. Breathes there the man with soul so dead...(Principal clause.)
2. Who never to himself hath said...(Adjective clause, qualifying *man* in 1.)
3. 'This is my own, my native land!' (Noun clause, subordinate to 2, object of *hath said.*)

(2) Every one who knows you, acknowledges, when he considers the case calmly, that you have been wronged.

Complex sentence, containing three subordinate clauses:

1. Every one acknowledges...(Principal clause.)
   2. Who knows you. (Adjective clause, qualifying *one* in 1.)
   3. When he considers the case calmly. (Adverb clause, modifying *acknowledges* in 1.)
   4. That you have been wronged. (Noun clause, object of *acknowledges* in 1.)

(3) Do the work that's nearest,
Tho' it's dull at whiles,
Helping when you meet them,
Lame dogs over stiles.

Complex sentence, containing three subordinate clauses:

1. [You] do the work, helping lame dogs over stiles. (Principal clause.)
   2. That's nearest. (Adjective clause, qualifying *work* in 1.)
   3. Tho' it's dull at whiles. (Adverb clause of concession, modifying *do* in 1.)
   4. When you meet them. (Adverb clause of time, modifying *helping* in 1.)

(4) I knew a man who believed that, if a man were permitted to make the ballads, he need not care who made the laws of a nation.

Complex sentence, containing four subordinate clauses:

1. I knew a man...(Principal clause.)
   2. Who believed...(Adjective clause, qualifying *man* in 1.)
      3. That he need not care. (Noun clause, subordinate to 2, object of *believed*.)
         4. Who made the laws of a nation. (Noun clause, subordinate to 3, object of *care*.)
         5. If a man were permitted to make the ballads. (Adverb clause of condition, subordinate to 3, modifying *need not care*.)

(5) The man who can play most heartily when he has the chance of playing, is generally the man who can work most heartily when he must work.

Complex sentence, containing four subordinate clauses:

1. The man is generally the man...(Principal clause.)

2. Who can play most heartily. [Adjective clause, qualifying *man* (subject) in 1.]
   3. When he has the chance of playing. (Adverb clause, subordinate to 2, modifying *play*.)
4. Who can work most heartily. [Adjective clause, qualifying *man* (complement) in 1.]
   5. When he must work. (Adverb clause, subordinate to 4, modifying *work*.)

(6) Should you be so unfortunate as to suppose that you are a genius, and that things will come to you, it would be well to undeceive yourself as soon as it is possible.

Complex sentence, containing four subordinate clauses:

1. It would be well to undeceive yourself. (Principal clause.)
   2. As soon as it is possible. (Adverb clause of time, subordinate to 1.)
   3. Should you be so unfortunate as to suppose...(Adverb clause of condition, subordinate to 1.)
      4. That you are a genius. (Noun clause, subordinate to 3, object of *to suppose*.)
      5. And that things will come to you. (Noun clause, co-ordinate with 4, and subordinate to 3, object of *to suppose*.)

Exercise 56. *Analyse the following sentences :—*

1. There is no fooling with life, when it is once turned beyond forty.
2. I hope to convince you that your complaints have no real cause.
3. The chief thing that Wycliffe and his friends achieved was the translation of the Bible into English.
4. Men fear death as children fear to go in the dark.
5. Though the mills of God grind slowly, they grind exceedingly small.
6. Thrice is he armed that hath his quarrel just.
7. The stone which the builders refused is become the headstone in the corner.
8. It is a common plea of the faint-hearted that success depends mainly on luck.
9. At sea everything that breaks the monotony of the surrounding expanse attracts attention.
10. Tell me where is Fancy bred.
11. O never say that I was false of heart!
12. Few and short were the prayers we said.
13. I am content with what I have.

14. I am monarch of all I survey.

15. On one occasion a Gurkha chief boldly asserted that one of his men could kill a tiger single-handed.

16. The belief that merit is neglected forms the secret consolation of almost every human being from the mightiest prince to the meanest peasant.

17. One of the great arts of escaping superfluous uneasiness is to free our minds from the habit of comparing our condition with that of others on whom the blessings of life are more bountifully bestowed.

18. My heart leaps up when I behold
A rainbow in the sky.

19. This life, which seems so fair,
Is like a bubble blown up in the air.

20. The very spot
Where many a time he triumphed is forgot.

21. The beasts that roam over the plain
My form with indifference see.

22. An idle man has so much to do
That he never has time to be sad.

23. I wander'd lonely as a cloud
That floats on high o'er vales and hills.

24. Her loveliness I never knew
Until she smiled on me.

25. The fox and the cat, as they travell'd one day,
With moral discourses cut shorter the way.

26. At daybreak on a hill they stood
That overlook'd the moor.

27. The naked every day he clad
When he put on his clothes.

28. She was a Phantom of delight
When first she gleam'd upon my sight.

29. Never love unless you can
Bear with all the faults of man!

Exercise 57. *Analyse the following sentences :—*

1. As my eldest son was bred a scholar, I determined to send him to town, where his abilities might contribute to our support and his own.

2. Clive had been only a few months in the army, when intelligence arrived that peace had been concluded between Great Britain and France.

3. I had a partial father, who gave me a better education than his broken fortune would have allowed.

4. He told us that he had read Milton, in a prose translation, when he was fourteen.

5. With whatever luxuries a bachelor may be surrounded, he will always find his happiness incomplete, unless he has a wife and children.

6. Among the many reasons which make me glad to have been born in England, one of the first is that I read Shakespeare in my mother tongue.

7. He [Pope] professed to have learned his poetry from Dryden, whom, whenever an opportunity was presented, he praised through his whole life with unvaried liberality.

8. We who are fortunate enough to live in this enlightened century hardly realize how our ancestors suffered from their belief in the existence of mysterious and malevolent beings.

9. We cannot justly interpret the religion of any people, unless we are prepared to admit that we ourselves are liable to error in matters of faith.

10. Milton said that he did not educate his daughters in the languages, because one tongue was enough for a woman.

11. The man who does not see that the good of every living creature is his good, is a fool.

12. Nothing can describe the confusion of thought which I felt when I sank into the water.

13. We had in this village, some twenty years ago, a boy whom I well remember, who from his childhood showed a strong liking for bees.

14. Considering that the world is so intricate, we are not to be surprised that science has progressed slowly.

15. You take my house when you do take the prop
That doth sustain my house.

16. I heard a thousand blended notes,
While in a grove I sat reclined
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

17. Much as we like Shakespeare's comedies, we cannot agree with Dr. Johnson that they are better than his tragedies.

18. Those who look into practical life will find that fortune is usually on the side of the industrious, as the winds and waves are on the side of the best navigators.

19. He who sits from day to day,
Where the prisoned lark is hung,
Heedless of its loudest lay,
Hardly knows that it has sung.

20. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.

21. I have no sympathy with the poor man I knew, who, when suicides abounded, told me he dared not look at his razor.

CHAPTER IX.

ANALYSIS OF COMPOUND (DOUBLE AND MULTIPLE) SENTENCES.

63. A Compound sentence is made up of two or more *independent* sentences or *co-ordinate* clauses joined together by a Co-ordinating conjunction ; as,

1. The horse reared and the rider was thrown.
   [Here each co-ordinate clause is a Simple sentence.]
2. They were fond of music, played on various kinds of instrument, and indulged in much singing.
   [Here each co-ordinate clause is a Simple sentence.]
3. They asked him how he received the wound, but he refused to answer.
   [Here the first clause is a Complex sentence, while the second clause is a Simple sentence.]
4. He says what he means, and he means what he says.
   [Here each co-ordinate clause is a Complex sentence.]

It will be thus seen that each co-ordinate clause of a Compound sentence may be a Simple sentence or a Complex sentence.

It has been already pointed out (§ 27) that the term Double is now used for a sentence which is made up of *two* co-ordinate clauses, and the term Multiple for a sentence of *more than two* co-ordinate clauses.

In accordance with this new terminology, 1, 3, and 4 are Double sentences, and 2 is a Multiple sentence.

64. The connection between two co-ordinate clauses of a Compound sentence may be one of the following four kinds:—

(1) Copulative ; as,

God made the country *and* man made the town.
Babar was *not only* a great soldier, he was *also* a wise ruler.
He cannot speak, *nor* can he write.
He plays the piano, he sings *also*.
The innocents were punished *as well as* the guilty.

Here in each sentence the co-ordinate clauses are simply *coupled together*.

(2) Adversative ; as,

He is slow, *but* he is sure.
I did my best, *nevertheless* I failed
He is rich, *yet* he is not happy.
He is vain, *still* his friends adore him.

Here in each sentence the two co-ordinate clauses are *opposed* in meaning to each other.

(3) Alternative or Disjunctive ; as,

She must weep *or* she will die.
Either he is mad, *or* he feigns madness.
Neither a borrower, *nor* a lender be.
Walk quickly, *else* you will not overtake him.

Here in each sentence the two co-ordinate clauses are *disjoined* in meaning, and a *choice* between them is offered for acceptance.

(4) Illative ; as,

He is diligent, *therefore* he will succeed.
He is unwell, *so* he cannot attend office.
The angles are equal, *consequently* the sides are equal.

Here in each sentence the second clause *draws an inference* from the first.

65. Sometimes no connecting word is used to join two co-ordinate clauses ; as,

Temperance promotes health, intemperance destroys it.
Her court was pure ; her life serene.

66. Sometimes a Subordinate Conjunction is used to join the clauses of a Compound sentence ; as,

I shall see you to-morrow, *when* (= and then) we can finish the business.

I walked with him to the station, *where* (= and there) we parted.

67. Compound sentences are often contracted. For example, when the co-ordinate clauses have—

(1) A common Subject ; as,

He chid their wanderings, but relieved their pain.
= He chid their wanderings, but he relieved their pain.

(2) A common Verb ; as,

Some praise the work, and some the architect.
= Some praise the work, and some praise the architect.

68. The analysis of a Compound sentence presents no special difficulties. All that we have to do is to analyse each of the co-ordinate clauses separately pointing out the conjunctions by which they are connected.

If a sentence is contracted, supply the omitted words before attempting to analyse it.

69. Now study carefully the following examples of the analysis of Compound (Double or Multiple) sentences:—

(1) The night is dark, and I am far from home.

This sentence is made up of two co-ordinate clauses. Hence it is a Compound sentence; or, as it is now called, a Double sentence.

We may put the analysis in the tabular form as under:—

CLAUSES.	CONNECTIVE.	SUBJECT.		PREDICATE.		
		Simple Subject.	*Attribute of Subject.*	*Verb.*	*Complement.*	*Adverbial Qualification.*
A. The night is dark		night	The	is	dark	
B. I am far from home. Co-ordinate with A.	and	I		am		far from home

(2) The sky was clear, the winds had gone down, and the full moon was setting radiantly in the west.

This sentence is made up of three co-ordinate clauses. Hence it is a Compound sentence; or, as it is now called, a Multiple sentence.

CLAUSES.	CONNECTIVE.	SUBJECT.		PREDICATE.		
		Simple Subject.	*Attribute of Subject.*	*Verb.*	*Complement.*	*Adverbial Qualification.*
A. The sky was clear		sky	The	was	clear	
B. The winds had gone down		winds	The	had gone		down
C. The full moon was setting radiantly in the west	and	moon	1. The 2. full	was setting		1. radiantly 2. in the west

(3) I have neither seen his face, nor heard his name.
= I have not seen his face; I have not heard his name.

Here the second clause is co-ordinate with the first.

Exercise 58. *Analyse the following sentences :—*

1. He was sober and abstemious in his diet, and a rigorous observer of fasts.
2. He [Clive] retired alone under the shade of some trees, and passed near an hour there in thought.
3. Give every man thy ear, but few thy voice.
4. Large was his bounty, and his soul sincere.
5. Houses are built to live in and not to look on.
6. An Arab once lost his way in the desert, and was in danger of dying of hunger and thirst.
7. A soft answer turneth away wrath, but grievous wounds stir up anger.
8. We had no revolutions to fear, nor fatigues to undergo.
9. Dryden is read with frequent astonishment, and Pope with perpetual delight.
10. Omar has no heaven to offer, no hell to threaten with.
11. He was no despiser of the common joys of mankind, he acknowledged their blessedness.
12. I have read the book of life for a long time, and I have read other books a little.
13. Dryden often surpasses expectation, and Pope never falls below it.
14. Thou art weighed in the balances, and art found wanting.
15. She [Queen Elizabeth] was unnatural even in her prayers, and she carried her affectations into the presence of the Almighty.
16. My orchard was often robbed by schoolboys, and my wife's custards plundered by the cats.
17. Little minds are tamed and subdued by misfortune, but great minds rise above it.
18. The boy thanked the gentleman heartily, dried up his tears, and went home.
19. Take him, and bind him hand and foot, and cast him out.
20. Some men are born great, some achieve greatness, and some have greatness thrust upon them.
21. One generation passeth away, and another generation cometh, but the earth abideth for ever.
22. For thirty years she [Queen Elizabeth] was perpetually a mark for assassination, but her spirits never failed, and she was never frightened into cruelty
23. He [Warren Hastings] had ruled an extensive and populous country, had made laws and treaties, had sent forth armies, had set up and pulled down princes.

24. The physical strength of the combatants on both sides had become well nigh exhausted, and on the part of the English there was a feverish desire to close with the enemy, and bring matters to an issue.

Exercise 59. *Analyse :—*

1. One day the boy his breakfast took,
   And ate it by a purling brook.

2. He had passed his life in studious toil,
   And never found time to grow fat.

3. He had tried and tried, but couldn't succeed,
   And so he became quite sad.

4. They rise with the morning lark,
   And labour till almost dark.

5. Alone she cuts and binds the grain,
   And sings a melancholy strain.

6. I saw her singing at her work,
   And o'er the sickle bending.

7. The boy then smacked his whip, and fast,
   The horses scamper'd through the rain.

8. He did not feel the driver's whip,
   Nor the burning heat of day.

9. A man he was to all the country dear,
   And passing rich with forty pounds a year.

10. The Assyrian came down like the wolf on the fold,
    And his cohorts were gleaming in purple and gold.

11. Stone walls do not a prison make,
    Nor iron bars a cage.

The Mayor was dumb and the Council stood
As if they were changed into blocks of wood.

This sentence is made up of two co-ordinate clauses, one of which is a Simple sentence and the other a Complex sentence. Hence it is a Compound or Double sentence.

Sentence or Clause.	Kind of Sentence or Clause.	Connective.	Subject.		Predicate.		
			Simple Subject.	*Attribute of Subject.*	*Verb.*	*Complement.*	*Adverbial Qualification.*
A. The Mayor was dumb.	Simple sentence		Mayor	The	was	dumb	
B. The Council stood as if they were changed into blocks of wood.	Complex sentence co-ordinate with A.	and	Council	the	stood		as if they were changed into blocks of wood
C. As if they were changed into blocks of wood.	Adverb clause, modifying *stood* in B.	As if	they		were changed		into blocks of wood

She loved me for the dangers I had passed,
And I loved her that she did pity them.

This sentence is made up of two co-ordinate clauses which are both Complex sentences. Hence it is a Compound or Double sentence.

Sentence of Clause.	Kind of Sentence or Clause.	Connective.	Subject.	Predicate.		
				Verb.	*Object.*	*Adverbial Qualification.*
A. She loved me for the dangers I had passed.	Complex sentence.		She	loved	me	for the dangers [which] I had passed
a. [which] I had passed.	Adjective clause, qualifying *dangers* in A.		I	had passed	[which]	
B. I loved her that she did pity them.	Complex sentence co-ordinate with A.	And	I	loved	her	that she did pity them
b. that [= because] she did pity them.	Adverb clause, modifying *loved* in B.	that	she	did pity	them	

70. Study carefully the General Analysis of the following:—

(1) One day Bassanio came to Antonio, and told him that he wished to repair his fortune by a wealthy marriage with a lady whom he dearly loved, whose father, who was lately dead, had left her sole heiress to a large estate.

ANALYSIS.—This is a Compound or Double sentence, consisting of—

A. One day Bassanio came to Antonio. (Principal clause.)

B. Bassanio told him...(Principal clause co-ordinate with A.)

b1. That he wished to repair his fortune by a wealthy marriage with a lady. (Noun clause, object of *told* in B.)

b2. Whom he dearly loved. (Adjective clause, subordinate to b1, qualifying *lady*.)

b3. Whose father had left her sole heiress to a large estate. (Adjective clause, subordinate to b1, qualifying *lady*, and co-ordinate with b2.)

b4. Who was lately dead. (Adjective clause, subordinate to b3, qualifying *father*.)

(2) Before he died, the good Earl of Kent, who had still attended his old master's steps from the first of his daughters' ill-usage to this sad period of his decay, tried to make him understand that it was he who had followed him under the name of Caius; but Lear's care-crazed brain at that time could not comprehend how that could be, or how Kent and Caius could be the same person.

ANALYSIS.—This is a Compound or Double sentence, consisting of—

A. The good Earl of Kent tried to make him understand... (Principal clause.)

a1. Before he died. (Adverb clause, modifying *tried* in A.)

a2. Who had still attended his old master's steps from the first of his daughters' ill-usage to this sad period of his decay. (Adjective clause, qualifying *Earl of Kent* in A.)

a3. That it was he. (Noun clause, object of *understand* in A.)

a4. Who had followed him under the name of Caius. (Adjective clause, subordinate to a3, qualifying *he*.)

B. But Lear's care-crazed brain at that time could not comprehend....(Principal clause, co-ordinate with A.)

b1. How that could be. (Noun clause, object of *comprehend* in B.)

b2. Or how Kent and Caius could be the same person. (Noun clause, object of *comprehend* in B.; co-ordinate with b1.)

Exercise 60. *Analyse the following :—*

1. I am satisfied with things as they are ; and it will be my pride and pleasure to hand down this country to my children as I received it from those who preceded me.

2. England has had many heroes ; but never one who so entirely possessed the love of his fellow-countrymen as Nelson.

3. He [a gentleman] never speaks of himself except when compelled, never defends himself by a mere retort, he has no ears for slander or gossip, is scrupulous in imputing motives to those who interfere with him, and interprets everything for the best.

4. Mr. Burchell, who was one of the party, was always fond of seeing some innocent amusement going forward, and set the boys and girls to blind-man's-buff.

5. The notice which you have been pleased to take of my labours, had it been early, had been kind ; but it has been delayed till I am indifferent, and cannot enjoy it.

6. I hope it is no very cynical asperity not to confess obligations where no benefit has been received, or to be unwilling that the public should consider me as owing that to a patron, which Providence has enabled me to do for myself.

7. While I was doing this, I found the tide began to flow, though very calm, and I had the mortification to see my coat, shirt, and waistcoat, which I had left on shore upon the sand, swim away.

8. With reluctance he accepted the invitations of his kindly and faithful Persian friend, who scolded him for refusing meat ; but he replied that too much eating led man to commit many sins.

9. Macaulay had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books.

10. A literary education is simply one of many different kinds of education, and it is not wise that more than a small percentage of the people of any country should have an exclusively literary education.

11. The way into my parlour is up a winding stair,
And I've many curious things to show when you are there.

12. They love to see the flaming forge,
  And hear the bellows roar,
And catch the burning sparks that fly
  Like chaff from a threshing floor.

13. The friends who had left came back every one,
And darkest advisers looked bright as the sun.

14. She lived unknown, and few could know
  When Lucy ceased to be.

15. Three wives sat up in the lighthouse tower,
And they trimmed the lamps as the sun went down.

16. His hair was yellow as hay,
But threads of a silvery grey
  Gleamed in his tawny beard.

Exercise 61. (*Miscellaneous.*) *Analyse into clauses the following :—*

1. When Abraham sat at his tent door, according to his custom, waiting to entertain strangers, he espied an old man, stooping and leaning on his staff, weary with age and travel, coming towards him, who was a hundred years of age.

2. When the old man was gone, God called to Abraham and asked him where the stranger was. [Thee.

3. He replied, I thrust him away because he did not worship

4. While you are upon Earth enjoy the good things that are here (to that end were they given), and be not melancholy, and wish yourself in heaven.

5. There is no saying shocks me so much as that which I hear very often, that a man does not know how to pass his time.

6. You must observe, my friend, that it is the custom of this country, when a lady or gentleman happens to sing, for the company to sit as mute and as motionless as statues.

7. Mr. Burchell had scarce taken leave, and Sophia consented to dance with the chaplain, when my little ones came running out to tell us that the Squire was come with a crowd of company.

8. I hope it will give comfort to great numbers who are passing through the world in obscurity, when I inform them how easily distinction may be obtained.

9. All who have meant good work with their whole hearts, have done good work, although they may die before they have the time to sign it.

10. We are told that, while still a mere child, he stole away from his playfellows to a vault in St. James's Fields, for the purpose of investigating the cause of a singular echo which he had observed there.

11. The slave who was at his work not far from the place where this astonishing piece of cruelty was committed, hearing the shrieks of the dying person, ran to see what was the occasion of them.

12. Every insignificant author fancies it of importance to the world to know that he writ his book in the country, that he did it to pass away some of his idle hours, that it was published at the importunity of friends, or that his natural temper, studies, or conversation, directed him to the choice of his subject.

13. I consider a human soul without education like marble in the quarry, which shows none of its inherent beauties, until the skill of the polisher fetches out the colours, makes the surface shine, discovers every ornamental cloud, spot, and view that run through the body of it.

14. When the Athenians in the war with the Lacedæmonians received many defeats both by sea and land, they sent a message to the oracle of Jupiter Ammon, to ask the reason why they who erected so many temples to the gods, and adorned them with such costly offerings should be less successful than the Lacedæmonians, who fell so short of them in all these particulars.

15. He that holds fast the golden mean,
And lives contentedly between
The little and the great,
Feels not the wants that pinch the poor,
Nor plagues that haunt the rich man's door,
Embittering all his state.

CHAPTER X.

TRANSFORMATION OF SENTENCES.

71. The student has already learnt that a phrase can be expanded into a clause and a clause contracted into a phrase; that is, the *form* of a sentence can be changed without changing the meaning. In this chapter we shall show some other ways of changing the form of a sentence.

The conversion or transformation of sentences is an excellent exercise as it teaches variety of expression in writing English.

1. Sentences containing the Adverb "too".

72. We can change the form of a sentence containing the adverb "too," as shown below:—

1. The news is too good to be true.
   The news is so good that it cannot be true.
2. These mangoes are too cheap to be good.
   These mangoes are so cheap that they cannot be good.

3. He is too truthful to be a successful courtier.
He is so excessively truthful that he cannot be a successful courtier.

Exercise 62. *Rewrite the following sentences so as to get rid of the Adverb 'too':—*

1. It is never too late to mend. 2. He is too proud to beg.
3. My heart is too full for words.
4. He was too late to hear the first speech.
5. He is too ignorant for a postman.
6. The boy was too old for a whipping.
7. This tree is too high for me to climb.
8. He speaks too fast to be understood.
9. He is far too stupid for such a difficult post.
10. Too many cooks spoil the broth.
11. She was sobbing too deeply to make any answer.
12. This fact is too evident to require proof.
13. You are too fond of money.
14. The work is too much for any man to do single-handed

2. Ways of expressing a Condition.

73. There are several ways of expressing a condition. Of these the following are the commonest:—

(1) By the use of the conjunction "if" or "unless"; as,

If I make a promise, I keep it.
You will pass *if* you work hard.
If the king speaks wisely, the people praise him.
Unless the king speaks wisely, the people do not praise him.
He will not pay *unless* he is compelled.

(2) By "if" understood; as,

Should the train be delayed, I will send you a telegram.
Had I any money, I would give you some.
Had you my troubles, you would despair.
Were my brother here, he would protect me.

(3) By the use of a Conjunctional phrase; as,

In case he does not behave, he will be punished.
But that I saw it I could not have believed it.

(4) By the use of a Participial phrase; as,

Supposing it were true, how we should laugh.
You can borrow the book *provided that* you return it soon.

(5) By the use of the Imperative mood; as,

Take care of the pence, and the pounds will take care of themselves.
Work diligently, and you will pass.
Say nothing and he will never know.
Persevere, and you will succeed.

(6) By the use of an Interrogative sentence ; as,

Does the king speak wisely ? then the people will praise him.
Does he work hard ? then he will pass.

(7) By the use of the preposition "but" followed by a phrase as object ; as,

But for their bravery, they would have been routed.

(8) By the use of the preposition "but" followed by a clause as object ; as,

But that he is sick he would be here to-day.

Exercise 63. *Rewrite each of the following sentences in as many different ways as you can :—*

1. *If* I go out in the rain, I get wet.
   [*Unless* I go out in the rain, I do not get wet.
   Should I go out in the rain, I should get wet.
   Provided that I do not go out in the rain, I do not get wet.]
2. In case he is seriously ill, I shall wire you.
3. But that he was shy, he would certainly have made his mark as a speaker.
4. Are you not anxious to make money ? then buy these shares.
5. Supposing he fails us at the last moment, we have something else to fall back upon.
6. Had you been less rash, the consequences would not have been so serious.
7. But for your unfortunate remark, the conference would not have ended in a fiasco.
8. If he does not turn up in time, the eleven will lose the services of a first-class bowler.
9. If I were to treat you as you deserve, you would not relish it.
10. Beware of pick-pockets, and there will be no further trouble.
11. Supposing a taxi is not available, a cab will do.
12. Provided there are no more cases of plague in the neighbourhood, the school will open after a week.
13. I will buy the horse provided that it is cheap.
14. I will not buy the horse unless it is quite sound.
15. I shall not go unless I am invited.
16. If you eat too much you will be ill.
17. He cannot see unless he wears glasses.
18. You can only go if you have permission.
19. He will not hear you unless you shout.
20. If you do not hurry you will miss the train.
21. Should it rain I shall stop at home.
22. If money were plenty, nobody would care for it.
23. Had I been wise I should not have come.
24. But for you I should have caught the train.
25. If you resist the first temptation the next will be easier to overcome.

3. Ways of expressing a Concession or Contrast.

74. The following are some of the commonest ways of expressing a clause denoting concession or contrast:—

(1) By the conjunction "though" or "although":—

His parents were poor, *though* they were of noble birth.
A book's a book, *although* there's nothing in it.

(2) By the preposition "notwithstanding" followed by a noun clause:—

He still complains, *notwithstanding* that he got more than he expected.

(3) By the relative adverb "however," followed by some adjective or adverb:—

I never succeed *however* hard I may try.
I cannot please my brother *however* well I treat him.
However rich he may get, he will not grow contented.

(4) By the relative pronoun "whatever":—

He refuses to work *whatever* I may say.

(5) By the conjunction "as":—

Clever *as* he was, he failed.

(6) By the phrase "all the same":—

I am rather tired; *all the same* I shall go.

(7) By an absolute participle followed by a noun clause:—

Admitting that he was always sincere, he sometimes did not judge rightly.

(8) By the conjunction "even if":—

Such an act would not be kind, *even if* it were just.

Exercise 64. *Rewrite each of the following sentences in as many different ways as you can:—*

1. *Though* he is strong, he is timid.
   [*However* strong he may be, he is timid.
   Strong *as* he is, he is timid.
   Admitting that he is strong, he is timid.]
2. He has his weaknesses; all the same he is a kind-hearted man.
3. He is still hoarding money, notwithstanding that he has already amassed a huge fortune.
4. He finished first though he began late.
5. This man is never satisfied however much I pay him.
6. Poor as I am, I will not serve a villain.
7. His father still trusted him though he had deceived him.
8. Though he is his brother, he does not resemble him.

9. He has hardly any chance; all the same I shall use my influence on his behalf.
10. Admitting that he is not rich, he yet lives rather stingily.
11. However vain he is, he is still not a mere fool.
12. Although he was maliciously criticised, he never showed any ill-will to those who persecuted him.
13. Notwithstanding that his many friends canvassed for him, he failed to be elected.
14. Admitting that he was not prepared, he might yet have made a better show.
15. Though this be madness, yet there's method in it.

4. Interchange of the Degrees of Comparison.

75. As the following examples show, it is possible to change the Degree of Comparison of an Adjective or Adverb in a sentence, without changing the meaning of the sentence.

Positive. I am not so *great* as he.
Comparative. He is *greater* than I.

Positive. This razor is not so *sharp* as that.
Comparative. That razor is *sharper* than this.

Positive. No other metal is so *useful* as iron.
Comparative. Iron is *more useful* than any other metal.
Superlative. Iron is the *most useful* of all metals.

Positive. I have never seen so *big* a diamond as this.
[= No other diamond I have ever seen was so *big* as this.]
Comparative. This diamond is *bigger* than any other that I have ever seen.
Superlative. This is the *biggest* diamond that I have ever seen.

Superlative. Calcutta is the *largest* town in India.
Comparative. Calcutta is *larger* than any other town in India.
Positive. No other town in India is so *large* as Calcutta.

Superlative. Bombay is one of the *largest* towns in India.
Comparative. Bombay is *larger* than most other towns in India.
Positive. Very few towns in India are so *large* as Bombay.

Superlative. Vithal bowls the *fastest* of all the bowlers in the eleven.
Comparative. Vithal bowls *faster* than any other bowler in the eleven.
Positive. No other bowler in the eleven bowls so *fast* as Vithal.

Comparative. Vithal bowls *faster* than Hari.
Positive Hari does not bowl so *fast* as Vithal.

Positive. Few historians write as *interestingly* as Green.
Comparative. Green writes *more interestingly* than most historians.

Exercise 65. *Change the Degree of Comparison without changing the meaning :—*

1. Abdul is as strong as his brother.
2. Akbar was one of the greatest of kings.
3. Some boys are at least as industrious as Karim.
4. Mahableshwar is cooler than Matheran.
5. No other bowler in the eleven is so good as Rama.
6. Very few towns in India are as big as Madras.
7. No other story-book is so popular as *The Arabian Nights.*
8. This pony is better trained than yours.
9. This church is the biggest in London.
10. This newspaper has a bigger circulation than any other morning paper.
11. Helen of Troy was more beautiful than any other woman.
12. The airplane flies faster than birds.
13. Madras is one of the biggest of Indian towns.
14. Some beans are at least as nutritious as meat.
15. Samudra Gupta was one of the greatest of Indian kings.
16. Australia is the largest island in the world.
17. Very few countries are as rich as England.
18. There are few districts in India so hot as Sind.
19. It is better to starve than beg.
20. He loves all his sons equally well.

5. Interchange of Active and Passive Voice.

76. A sentence in the Active form can be changed into the Passive form, and *vice versâ* :—

Active. Brutus stabbed Cæsar.
Passive. Cæsar was stabbed by Brutus.

Active. The people will make him King.
Passive. He will be made King by the people.

Active. Who taught you grammar ?
Passive. { By whom were you taught grammar ?
By whom was grammar taught you ?

Active. The King gave him a reward.
Passive. { He was given a reward by the King.
A reward was given him by the King.

Active. The Romans expected to conquer Carthage.
Passive. It was expected by the Romans that they would conquer Carthage.

Active. One should keep one's promises.
Passive. Promises should be kept.

Active. Give the order.
Passive. Let the order be given.

Active. Enter by this door.
Passive. You are requested to enter by this door.

Active. My captors were taking me to prison.
Passive. I was being taken to prison by my captors.

Active. His behaviour vexes me sometimes.
Passive. I am sometimes vexed at his behaviour.

Active. It is time to shut up the shop.
Passive. It is time for the shop to be shut up.

Active. The audience loudly cheered the Mayor's speech.
Passive. The Mayor's speech was loudly cheered.

NOTE.—Whenever it is evident who the doer is, it is unnecessary to mention him in the passive form, and this omission gives a neater turn to the sentence. Thus in the last example the doer of the action is not mentioned in the passive form, because only those who heard the speech could have cheered it.

Passive. My pocket has been picked.
Active. Some one has picked my pocket.

Passive. Our army has been defeated.
Active. The enemy has defeated our army.

Passive. I shall be obliged to go.
Active. Circumstances will oblige me to go.

NOTE.—The Active Voice is used when the agent, or actor, is to be made prominent ; the Passive, when the thing acted upon is to be made prominent. Hence the Passive Voice may be used when the agent is unknown, or when we do not care to name the agent : as, "The ship was wrecked."

Exercise 66. *Change the following sentences into the Passive form :—*

1. Summon the fire-brigade. 2. We admire the brave.
3. I bought the baby a doll. 4. Pay that bill to-day.
5. He invited me to his house yesterday.
6. They enjoy bathing. 7. I opened the door.
8. I read the book long ago.
9. The Romans expected to conquer Carthage.
10. The master appointed him monitor.
11. Who taught you such tricks as these ?
12. Brutus accused Cæsar of ambition.

13. The boy is climbing the cliff.
14. He taught me to read Persian.
15. One expects better behaviour from a college student.
16. Peter the Hermit preached the first Crusade.
17. You must endure what you cannot cure.
18. The King reviewed the troops in the maidan.
19. The curator of the museum showed us some ancient coins.
20. They have pulled down the old house.
21. The rules forbid passengers to cross the railway line.
22. He made his wife do the work.
23. Nature teaches beasts to know their friends.
24. All desire wealth and some acquire it.
25. Lincoln emancipated four million African slaves.
26. We expect good news.
27. They propose to build a dam for irrigation purposes.
28. I offered him a chair.
29. The French surrendered Quebec to the English in 1759.
30. He showed me the greatest respect.
31. Alas! we shall hear his voice no more.
32. Shall I ever forget those happy days?
33. Do you not understand my meaning?
34. We must listen to his words.

Exercise 67. *Rewrite the following sentences in the Passive form :—*

1. Macbeth hoped to succeed Duncan.
2. Shun the broad path.
3. They found him guilty of murder.
4. The King immediately gave orders that he should be imprisoned.
5. Please walk to the right.
6. They laughed at his warnings and objected to all his proposals.
7. The Swiss regarded him as an impostor and called him a villain.
8. Subject him to a severe examination.
9. He pretended to be a baron.
10. His subordinates accused him of various offences.
11. I saw him opening the box.
12. He ordered the police to pursue the thief.
13. One cannot gather grapes from thistles.
14. You never hear of a happy millionaire.
15. The public will learn with astonishment that war is imminent.
16. Did you never hear that name?
17. The legend tells us how the castle received its name.
18. Do not insult the weak.
19. Why did he defraud you of your earnings?

Exercise 68. *Change the following sentences into the Active form:—*

1. The letter was written by the clerk.
2. Without effort nothing can be gained.
3. "Sakuntala" was written by Kalidas.
4. I was struck by his singular appearance.
5. He was seen by my brother.
6. He was chosen leader.
7. Honey is made by bees.
8. The bird was killed by a cruel boy.
9. The steam-engine was invented by Watt.
10. The mouse was killed by the cat.
11. The boy was praised by the teacher.
12. The Exhibition was opened by the Prince of Wales.
13. By whom was this jug broken?
14. Rome was founded by Romulus.
15. We shall be blamed by every one.
16. He will be gladdened by the sight.
17. The telephone was invented by Alexander Graham Bell.
18. He will be made king by the people.
19. A king may be looked at by a cat.
20. The telegraph wires have been cut.
21. Harsh sentences were pronounced on the offenders.
22. Of Brian's birth strange tales were told.
23. Why should I be suspected by you?
24. Stones should not be thrown by those who live in glass houses.
25. He will be greatly surprised if he is chosen.
26. The ship was set on fire and abandoned by the crew.
27. He was arrested on a charge of theft, but for lack of evidence he was released.

6. Interchange of Affirmative and Negative sentences.

77. Study the following examples:—

1. Brutus loved Cæsar.
   Brutus was not without love for Cæsar.
2. I was doubtful whether it was you.
   I was not sure that it was you.
3. Old fools surpass all other fools in folly.
   There's no fool like an old fool.
4. He is greater than I.
   I am not so great as he.
5. Alfred was the best king that ever reigned in England.
   No other king as good as Alfred ever reigned in England.

Exercise 69. *Express the meaning of the following sentences in a negative form :—*

1. He was more rapacious than a griffin.
2. He was as rapacious as a griffin.
3. Akbar was the greatest of the Great Moghuls.
4. He was greater than Aurangzeb.
5. The rose by any other name would smell as sweet.
6. As soon as he came, he made objections.
7. These fishing nets are all the wealth I own.
8. The hills of the Highlands I ever will love.
9. London is the richest city in the world.
10. He is sometimes foolish.
11. He failed to notice me when he came in.
12. Everybody will admit that he did his best.
13. Only a millionaire can afford such extravagance.
14. Every man makes mistakes sometimes.
15. I care very little what he says about me.
16. As soon as he saw me he came up and spoke to me.
17. He must have seen the Taj Mahal when he went to Agra.

Exercise 70. *Convert the following Negatives into Affirmatives :—*

1. There is nobody but believes in his honesty.
2. He did not live many years in India.
3. No one could deny that she was pretty.
4. God will not forget the cry of the humble.
5. I am not a little tired.
6. There was no one present who did not cheer.
7. I never in my life laid a plan and failed to carry it out.
8. Not many men would be cruel and unjust to a cripple.
9. No man could have done better.
10. The two brothers are not unlike each other.
11. He has promised never to touch wine again.
12. We did not find the road very bad.
13. There is no smoke without fire.
14. It is not likely that he will ever see his home again.

7. Interchange of Interrogative and Assertive sentences.

78. Study the following examples:—

1. What though we happen to be late?
   It does not much matter though we happen to be late.
2. Why waste time in reading trash?
   It is extremely foolish to waste time in reading trash.
3. Were we sent into the world simply to make money?
   We were not sent into the world simply to make money.

4. How can man die better than facing fearful odds?
Man cannot die better than in facing fearful odds.

5. When can their glory fade?
Their glory can never fade.

6. Was he not a villain to do such a deed?
He was a villain to do such a deed.

Exercise 71. *Transform the following sentences into Assertive sentences* :—

1. Who can touch pitch without being defiled?
2. Can any man by taking thought add a cubit to his stature?
3. What though the field be lost?
4. Is that the way a gentleman should behave?
5. Who does not know the owl?
6. Shall I ever forget those happy days?
7. Who is so wicked as to amuse himself with the infirmities of extreme old age?
8. Why waste time in this fruitless occupation?
9. Is this the kind of dress to wear in school?
10. Can you gather grapes from thorns or figs from thistles?

Exercise 72. *Express the meaning of the following Assertions as Questions* :—

1. No one can be expected to submit for ever to injustice.
2. There is nothing better than a busy life.
3. Nowhere in the world will you find a fairer building than the Taj Mahal.
4. It is useless to offer bread to a man who is dying of thirst.
5. We could have done nothing without your help.
6. That was not an example to be followed.

8. Interchange of Exclamatory and Assertive sentences.

79. Study the following examples:—

1. How sweet the moonlight sleeps upon this bank!
The moonlight sweetly sleeps upon this bank.

2. O that I were young again!
I wish that I were young again.

3. Alas that youth should pass away!
It is sad to think that youth should pass away.

4. How beautiful is night!
Night is very beautiful.

5. To think of our meeting here!
[Or] That we should meet here!
It is strange that we should meet here.

Exercise 73. *Transform the following Exclamatory sentences into Assertions :—*

1. What would I not give to see you happy!
2. Ah, what a sight was there!
3. What a piece of work is man!
4. What might be done, if men were wise!
5. What a wonderful creature an elephant is!
6. How awkwardly he manages his sword!
7. O that we two were infants playing!
8. Oh for the wings of a dove!
9. Would that we may soon meet!
10. Oh for a good horse!
11. Oh that I were safe at home!
12. O what a fall was there my countrymen!
13. O that the desert were my dwelling-place!
14. What sweet delight a quiet life affords!
15. How well fitted the camel is for the work he has to do!
16. How cold you are!
17. What a beautiful scene this is!
18. What a delicious flavour these mangoes have!
19. Shame on you to use a poor cripple so!
20. O for a draught of ice-cold water!
21. That you should dare to criticise my conduct!
22. Had I but come one hour sooner!

Exercise 74. *Transform the following into Exclamatory sentences :—*

1. It is a horrible night.
2. It was extremely base of him to desert you in your time of need.
3. It is hard to believe that he did such a deed.
4. I wish I had met you ten years ago.
5. It is very stupid of me to forget your name.
6. He leads a most unhappy life.

9. Interchange of one Part of Speech for another.

80. Study the following examples:—

1. That kind of joke does not *amuse* me.
   That kind of joke does not give me any *amusement*.
2. It *costs* two annas.
   The *cost* is two annas.
3. He has *disgraced* his family.
   He is a *disgrace* to his family.
4. He *fought* bravely.
   He put up a brave *fight*.

5. The treaty of Salbai should be *remembered* as one of the landmarks in the history of India.
The treaty of Salbai is worthy of *remembrance* as one of the landmarks in the history of India.

6. I cannot *consent* to your going.
I cannot give my *consent* to your going.

7. He gave a curt *reply*.
He *replied* curtly.

8. He showed *generosity* even to his enemies.
He was *generous* even to his enemies.

9. There is a slight *difference* between the two shades.
The two shades are slightly *different*.

10. The Act made the negro slaves *free*.
The Act gave *freedom* to the negro slaves.

11. I see him every *day*.
I see him *daily*.

12. He examined the document *carefully*.
He examined the document with *care*.

13. We passed an *anxious* hour.
We passed an hour *anxiously*.

14. Few historians have written in a more *interesting* manner than Gibbon.
Few historians have written more *interestingly* than Gibbon.

15. He *presumptuously* ignored my advice.
He *presumed* to ignore my advice.

Exercise 75. (*a*) *In the following sentences replace the Nouns in italics by Verbs* :—

1. He rejected all our *proposals*.
2. Steel gains *strength* from the addition of nickel.
3. He made an *agreement* to supply me with firewood.
4. His *purpose* is not clear from his letter.
5. You cannot gain *admission* without a ticket.
6. He has no *intention* of leaving the city.
7. I have a *disinclination* for *work* to-day.
8. He made a *success* of all his *undertakings*.
9. These mangoes have a sweet *smell* but a sour *taste*.

(*b*) *Rewrite the following sentences so as to replace the Adverbs in italics by Verbs* :—

1. The defenders *successfully* repelled every attack on the city.
2. This scene is *surpassingly* beautiful.
3. He is *admittedly* the greatest general of the century.
4. They welcomed the good news most *joyfully*.

(c) *Rewrite the following sentences so as to replace the Verbs and Adjectives in italics by corresponding Nouns :—*

1. Though the ant is small it is as *intelligent* as the elephant.
2. He said he *regretted* that he had *acted* so hastily.
3. He was so *active* in his old age that everybody *admired* him.
4. Before I pay you what is *due* you must *sign* this receipt.
5. The best way to be *healthy* is to be *temperate* in all things.

(d) *Rewrite the following sentences, replacing Nouns and Adverbs in italics by Adjectives of similar meaning :—*

1. In all *probability* the day will be fine.
2. The rats gave us a great deal of *trouble.* [*tence.*
3. He was dismissed for *negligence* rather than *incompe-*
4. He was *admittedly* clever, but he *evidently* lacked industry.
5. The merchant had great *success* in all his dealings, and was *naturally* esteemed by his fellow citizens.

(e) *Rewrite the following sentences, replacing Nouns and Adjectives in italics by Adverbs of similar meaning :—*

1. Her dress was *poor* and *mean.*
2. He broke the rules without any *intention* of doing so, but it does not follow that his punishment was *wrong.* [*ous.*
3. His mistake was *evident*, but his sincerity was also *obvi-*
4. By a *careful* analysis of these substances you will see that they differ in *essence.*

CHAPTER XI.

TRANSFORMATION OF SENTENCES. (*Contd.*)

1. Conversion of Simple sentences to Compound (Double) sentences.

81. A Simple sentence can be converted into a Compound one by enlarging a word or a phrase into a Co-ordinate clause.

Simple. He must work very hard to make up for the lost time.

Compound. He must work very hard and make up for the lost time.

Simple. To his eternal disgrace, he betrayed his country.
Compound. He betrayed his country, and this was to his eternal disgrace.

Simple. Besides robbing the poor child, he also murdered her.
Compound. He not only robbed the poor child, but also murdered her.

Simple. He must work very hard to win the first prize.
Compound. He must work very hard or he will not win the first prize.

Simple. He must not attempt to escape, on pain of death.
Compound. He must not attempt to escape, or he will be put to death.

Simple. Notwithstanding his hard work, he did not succeed.
Compound. He worked hard, but yet did not succeed.

Simple. Owing to ill-luck, he met with a bad accident on the eve of his examination.
Compound. He was unlucky and therefore met with a bad accident on the eve of his examination.

Simple. The teacher punished the boy for disobedience.
Compound. The boy was disobedient, and so the teacher punished him.

Exercise 76. *Rewrite the following Simple sentences as Compound (Double) ones :—*

1. In his tower sat the poet gazing on the sea.
2. To everyone's surprise, the project completely failed.
3. Seeing the rain coming on, we took shelter under a tree.
4. Besides educating his nephew, he also set him up in business.
5. The fog being very dense, the steamer sailed at less than half-speed
6. Raleigh, taking off his cloak politely, placed it in the muddy street.
7. Being occupied with important matters, he had no leisure to see us.
8. In spite of his popularity he cannot be called a great writer.
9. Rushing against Horatius, he smote with all his might.
10. With all his learning, he was far from being a pedant.
11. Little Jack Horner sat in a corner, eating his Christmas pie.
12. He must resign on pain of public dismissal.
13. Owing to drought the crop is short.
14. The men had not completed their work by sunset.

15. Notwithstanding several efforts, he failed.
16. By his pleasant manners he gained many friends.
17. In addition to pecuniary assistance he gave them much valuable advice.
18. The referee having whistled, the game was stopped.
19. On account of his negligence the company suffered heavy losses.
20. Running at top speed, he got out of breath.
21. Possessing all the advantages of education and wealth, he never made a name.
22. Taking pity on the mouse, the magician turned it into a cat.
23. Being dissatisfied, he resigned his position.
24. Throwing off his coat, he plunged into the sea.

Exercise 77. *Convert the following Simple sentences to Compound sentences :—*

1. Hearing their father's footsteps the boys ran away.
2. With a great effort he lifted the box.
3. The man being very hungry ate too much.
4. In spite of his great strength he was overcome.
5. Against the wishes of his family he left school.
6. Although very ill he goes to his work.
7. He was universally respected on account of his virtue.
8. His friend having helped him he is prospering.
9. Being a cripple he cannot ride a horse.
10. The rain having washed away the embankment the train was wrecked. [help.
11. Finding himself in difficulty he went to his teacher for
12. My friend being now in Bombay, I shall go there to meet him.
13. In the event of such a thing happening I should take long leave.
14. They are forbidden to enter the sacred place on pain of death.
15. To make certain of getting a place you must apply early.
16. He intends to try again notwithstanding his repeated failures.
17. In spite of all my advice he has done this foolish thing.
18. By reason of his great ability he has been able to win a high position.
19. Through no fault of his own he has become very poor.
20. Knowing no better he used very inaccurate language.
21. His sword having broken he was left defenceless.
22. He was rejected owing to ill-health. [ness.
23. I do not like him on account of his pride and boastful-
24. To avoid punishment he ran away.
25. In his ignorance he followed the wrong course.

26. Having made no provision for old age, he is very poor.
27. Out of a desire for revenge he agreed to this.
28. To add to their troubles a tyre burst on the way.

2. Conversion of Compound (Double) sentences to Simple sentences.

82. The following examples illustrate the chief ways of converting Compound sentences to Simple sentences.

Compound. He finished his exercise and put away his books.
Simple. Having finished his exercise, he put away his books.

Compound. Not only did his father give him money, but his mother too.
Simple. Besides his father giving him money, his mother also did the same.

Compound. He was a mere boy but he offered to fight the giant.
Simple. In spite of his being a mere boy, he offered to fight the giant.

Compound. He must not be late or he will be punished.
Simple. In the event of his being late, he will be punished.

Compound. You must either pay the bill at once or return the goods.
Simple. Failing prompt payment the goods must be returned.

Compound. The men endured all the horrors of the campaign and not one of them complained at all.
Simple. The men endured all the horrors of the campaign without one of them making any complaint.

Compound. We must eat or we cannot live.
Simple. We must eat to live.

Exercise 78. *Rewrite the following Compound (Double) sentences as Simple ones :—*

1. They were poor, and often suffered great hardship.
2. He overslept himself, and so he missed the train.
3. The prince slew his brother and became king in his place.
4. This coat cannot be mine, for it is too big.
5. This general fought bravely, the king therefore made him commander-in-chief.
6. The camel pushed his head into the tent and asked to be allowed to warm his nose.
7. As a boy he had never been at school, and therefore he had no opportunity of learning to read or write.

8. This must not occur again, or you will be dismissed.
9. He granted the request, for he was unwilling to disappoint his friend.
10. They took every precaution ; still they ran aground.
11. He is rich, yet he is not contented.
12. Make haste, or else you will be late.
13. The steamer went down, yet the crew were saved.
14. The piper advanced, and the children followed.
15. The horse reared and the rider was thrown.
16. Walk quickly, else you will not overtake him.
17. I called him, but he gave me no answer.
18. Either he is drowned or some passing ship has saved him.
19. He must have done his duty, for he is a conscientious man.
20. He tried hard, but he did not succeed.
21. The Commons passed the bill, but the Lords threw it out.
22. Clive retired alone under the shade of some trees, and passed nearly an hour there in thought.
23. Either you must help me or I must try to carry out my task alone.
24. His partner died, and this added to his difficulties.
25. He was horrified, for he saw blood stains on the floor and no sign of his child. [death.
26. Not only men, but women and children were put to
27. Everybody else went down to meet the train, but I did not. [fool.
28. He is a well-read man, but in matters of business he is a
29. Work at least six hours a day, or you cannot make sure of success.
30. He is very poor, but he does not complain.
31. He neither returned the goods nor paid the bill.

Exercise 79. *Convert the following Compound (Double) sentences to Simple sentences :—*

1. My friend arrived and we went for a walk.
2. The servant brought the lamp and I began my homework.
3. The ink had dried up and I could not write.
4. I have a lot of work and must do it now.
5. We must hurry and we shall escape the rain.
6. He has an unpleasant duty and must perform it.
7. He not only pitied him but relieved him.
8. He did this and so offended his master.
9. He had read the book carefully and could tell the story in his own words. [him.
10. His object became known and everybody tried to help
11. He found a rupee, and was delighted at his good luck.
12. Rama has hurt his ankle and will not be able to play to-day.

13. Be good and you will be happy.
14. He did not like the work and he began it unwillingly.
15. I ordered him to halt, but he took no notice.
16. He is a good steady worker, only he is rather slow.
17. I continually invited him to visit me, but he never came.
18. He served out his sentence in gaol and was released.
19. He worked exceedingly hard at school, for he was a good obedient boy.
20. The dacoits stopped to divide the booty and the police overtook them.
21. He practised daily and so became an expert player.
22. Your attempt can hardly be called successful ; for it has had no good results.
23. The Viceroy came into the hall and everyone rose from his seat.
24. He escaped several times but was finally caught.
25. The horse fell heavily and his rider came down with him.
26. He found himself getting weaker and weaker ; so he consulted a doctor.
27. The plague broke out in the city and the people moved out into the jungle.
28. I had no money with me, and I could not give the beggar anything.

3. Conversion of Simple sentences to Complex.

83. A Simple sentence can be converted to a Complex sentence by expanding a word or phrase into a Subordinate clause.

This clause may be a Noun, Adjective, or Adverb clause.

Simple. He confessed *his crime.*
Complex. He confessed *that he was guilty.*

Simple. *His silence* proves his guilt.
Complex. *The fact that he is silent* proves his guilt.

Simple. He bought *his uncle's* library.
Complex. He bought the library *which belonged to his uncle.*

Simple. *On the arrival of the mails* the steamer will leave.
Complex. The steamer will leave *as soon as the mails arrive.*

Simple. He owed *his success* to his father.
Complex. It was owing to his father *that he succeeded.*

Simple. He worked hard *to pass the examination.*
Complex. He worked hard *that he might pass the examination.*

Simple. Cain, *being jealous of Abel,* struck him.
Complex. Cain struck Abel *because he was jealous of him.*

Simple. *Only Hindus* are admitted.
Complex. *If you are not a Hindu* you cannot be admitted.

Simple. He succeeded *unexpectedly*.
Complex. He succeeded *although his success was not expected.*

Simple. The management is *thoroughly bad.*
Complex. The management is *as bad as it could be.*

Simple. A man's modesty is in inverse proportion to his ignorance.
Complex. The more ignorant a man is the less modest he is.

Exercise 80. *Convert the following Simple sentences to Complex sentences, each containing a Noun clause :—*

1. I expect to meet Rama to-night.
2. He hoped to win the prize.
3. His father is not likely to punish him. [Diwan.
4. The Rajah expressed a desire for the presence of the
5. Krishna wishes me to play for his team.
6. He believes their success to be certain in that case.
7. Our friends will hear of our success.
8. You imply my guilt by your words and manner.
9. I have long suspected his poverty.
10. I request your help.
11. I overheard all his remarks.
12. I did not think fit to reply to his writings.
13. He confessed his fault.
14. His hiding-place is still unknown.
15. I shall be glad of your advice in this matter.
16. He pleaded ignorance of the law.
17. I cannot foretell the time of my departure.
18. I wish you to be quiet.
19. He is said to be a millionaire.
20. Tell the truth.

Exercise 81. *Convert the following Simple sentences to Complex sentences, each containing an Adjective clause :—*

1. I saw a wounded bird.
2. Rama is happy in his present class.
3. The man near me is my brother.
4. Our guru is a man of blameless life.
5. Your father is the man to help you in this matter.
6. The value of exercise is great.
7. Was this the deed of a good man ?
8. I was the first to hear the news.
9. These are not the methods of business.

10. The class-room is not the place for boys to play in.
11. He sat outside on a stone in the compound.
12. He is hardly the boy to do credit to the school.
13. He liked his former place.
14. Smoke, the certain indicator of fire, appeared in the mine.
15. I was the first to arrive.
16. That is not the way to answer.
17. It was the work of a wild animal.
18. He is the water-carrier.
19. I have nowhere to sit.
20. My friend, the magistrate of this place, is on leave.

Exercise 82. *Convert the following Simple sentences to Complex sentences, each containing an Adverb clause :—*

1. On being punished he wept.
2. During Queen Victoria's reign there were many wars.
3. Being quite contented he never grumbled.
4. Being ill-treated by his master, he ran away.
5. He was too dull to understand.
6. The tiger is feared for its fierceness.
7. With your permission I will go away.
8. The peon would be quite happy with another rupee a month.
9. He replied to the best of his ability.
10. I can only tell you according to my memory.
11. Krishna talks more than Rama.
12. Of Krishna and Rama the latter works the harder.
13. Owing to ill-health he has resigned.
14. He was annoyed at being rebuked.
15. He cannot be caught on account of his quickness.
16. He is too lazy to succeed.
17. He came in very quietly to avoid waking his father.
18. He waited there with a view to meeting me.
19. There is no admission without permission.
20. I will help you in any possible way.
21. Do not go out without leave.
22. In spite of the heat they marched quickly.
23. For all his youth he is very capable.
24. Till my arrival wait here.
25. After the death of his father he left Bombay.
26. Up to his thirtieth year he remained unmarried.
27. From the time of that illness he has been partly blind.
28. Previous to his death he made his will.
29. In anticipation of sanction I have issued the order.
30. He hindered the police in the execution of their duty.
31. This was done in my absence.
32. For fear of imprisonment they kept silence.

33. Notwithstanding my entreaties he shot the dog.
34. He wrote according to instructions.
35. He worked to the best of his ability.
36. Come back at six o'clock.
37. With every blow the body quivered.
38. Speaking honestly, I do not know.
39. I came to-day to take advantage of the special train.
40. He failed to my great surprise.
41. Till the day of the examination he did no more work.
42. The tiger having fallen he climbed down from the tree.
43. In the time of Aurangzeb taxes were very heavy.
44. We eat to live.
45. Some people live to eat.
46. He has gone down to the river to bathe.
47. Have you come to see me?
48. Does he wish me to go?

Exercise 83. *Rewrite the following Simple sentences as Complex sentences :—*

1. Can you tell me the time of his arrival?
2. After seeing the King he departed.
3. Many ships were so shattered as to be wholly unmanageable.
4. England expects every man to do his duty.
5. The guests having departed, he went to bed.
6. Few know the date of Lucy's death.
7. The source of the Nile was difficult to discover.
8. I will meet you at any place convenient for you.
9. In spite of his earnest protestations, he was condemned.
10. He is proud of his high birth.
11. The prince was to be found in the hottest of the battle.
12. I rejoice at his good fortune.
13. But for his own confession, the crime could scarcely have been brought home to him.
14. He alone entered, the rest of us waiting without.
15. Richard having been deposed, Henry became King.
16. The last of these voyages not proving very fortunate, I grew weary of the sea.
17. Considering the difficulties of his position, he has acted admirably.
18. Speak low, to prevent our being overheard.
19. He was too much excited to hear reason.
20. A letter from the butler brings to the club the news of Sir Roger's death.
21. My right there is none to dispute.
22. Accustomed to rule, he schooled himself to obey.
23. He saved the child at the risk of his life.

24. A good tree cannot bring forth evil fruit.
25. I convinced him of his mistake.
26. It all depends upon the manner of your doing it.
27. He can prove his innocence.
28. Everybody knows the author of *Gulliver's Travels.*
29. The date of his arrival is uncertain.
30. The duration of the war is uncertain.
31. There is no hope of his recovery.
32. The exact date of the birth of Buddha is unknown.
33. A daily bath is necessary to perfect health.
34. Success or failure depends largely on your own efforts.
35. In my hurry I forgot the most important letters.
36. Listeners never hear any good of themselves.
37. Finding the door unlocked, the thief entered the house.
38. It is impossible to trust the word of an habitual liar.
39. Gray, the author of the *Elegy*, lived in the eighteenth century.
40. The shepherd found the lost sheep.
41. The boy readily admitted his mistake.
42. Tell me your plans.
43. He could clearly remember the incidents of his youth.
44. On arriving at the foot of the hill, he blew his trumpet.
45. A spider saved Robert Bruce.
46. The prudent man looks to the future.
47. For want of money, he was unable to prosecute his [studies.
48. France not yielding, Germany declared war.
49. The idle cannot hope to succeed.
50. Our orders were to show no mercy.
51. It was too late for retreat.
52. I must be cruel, only to be kind.
53. The men fought with desperation.
54. He is too truthful to be a successful courtier.
55. Your remuneration depends on the quality of your work.
56. He conducted himself madly to escape suspicion.
57. Good boys need not fear punishment.
58. The accused confessed his guilt.
59. I asked him the reason of his coming.
60. But for your folly you could have been a partner in the firm to-day.
61. Tell me your age.
62. I was glad to hear of your arrival.
63. Being a very diligent and clever lad, he soon distinguished himself.
64. He is too short for a soldier.
65. This is said to be the birthplace of Buddha.
66. His success went beyond his expectations.
67. In spite of his poor health, he worked hard.

68. Feeling out of sorts, he went to bed.
69. He complained of being unjustly treated.
70. He killed the hen to get the treasure.
71. An Army of ants will attack large and ferocious animals.
72. A very miserly planter formerly lived in the island of Jamaica.
73. He often gave his poor slaves too little food.
74. Industry will keep you from want.
75. A drowning man will catch at a straw.
76. It is excellent to have a giant's strength.
77. Having finished our work, we went out for a walk.
78. With all thy faults I love thee still.
79. The news is too good to be true.
80. This tree is too high for me to climb.
81. He is too old to learn anything new.
82. The world's greatest men have not laboured with a view to becoming rich.
83. With a change of wind we shall have rain.
84. With all his wealth he is not happy.

4. Conversion of Complex sentences to Simple sentences.

84. Study the following examples:—

Noun Clause.

Complex. He said *that he was innocent.*
Simple. He declared *his innocence.*

Complex. *That you are drunk* aggravates your offence.
Simple. *Your drunkenness* aggravates your offence.

Complex. Tell me *where you live.*
Simple. Tell me *your address.*

Complex. It is a pity *that we should have to undergo this disgrace.*
Simple. *Our having to undergo this disgrace* is a pity.

Complex. *It is proclaimed* that all men found with arms will be shot.
Simple. *According to the proclamation* all men found with arms will be shot.

Complex. He remarked *how impudent the boy was.*
Simple. He remarked *on the boy's impudence.*

Complex. *How long I shall stay* is doubtful.
Simple. *The duration of my stay* is doubtful.

Complex. *Except that he hurt his hand,* he was lucky.
Simple. *Except for the hurt to his hand,* he was lucky.

Exercise 84. *Convert each of the following Complex sentences to a Simple sentence:—*

1. We believe that he is innocent.
2. It was much regretted that he was absent.
3. The consequence of his carelessness was that the game was lost.
4. He asked why I came.
5. He ordered that the traitor should be executed.
6. It is to be hoped that he escaped unhurt.
7. I do not know when I shall return.
8. We hope that better times will come.
9. The news that the enemy landed spread like wild fire.
10. That I was successful does not make me happy.
11. He ordered the police that they should imprison the rioters.
12. That you should be willing to believe this is incredible.
13. Whoever is prudent is respected.
14. It is reported that our troops have won a victory.
15. All believed that he was guilty of murder.
16. Tell me what you mean by this.

85. Study the following examples:—

Adjective Clause.

Complex. He died in the village *where he was born.*
Simple. He died in his *native* village.

Complex. The moment *which is lost* is lost for ever.
Simple. A *lost* moment is lost for ever.

Complex. Men *who have risen by their own exertions* are always respected.
Simple. *Self-made* men are always respected.

Complex. They *that are whole* have no need of the physician.
Simple. *Healthy* persons have no need of the physician.

Complex. We came upon a hut *where a peasant lived.*
Simple. We came upon a *peasant's* hut.

Complex. Youth is the time *when the seeds of character are sown.*
Simple. Youth is the time *for the formation of character.*

Complex. The exact time *when this occurred* has not been ascertained.
Simple. The exact time *of the occurrence* has not been ascertained.

Complex. The son *who was his chief pride in his old age* is dead.
Simple. His son, *the pride of his old age*, is dead.

Complex. *The place where Buddha was buried* has recently been discovered.
Simple. *The burial-place of Buddha* has recently been discovered.

Complex. I have no advice *that I can offer you.*
Simple. I have no advice *to offer you.*

Exercise 85. *Convert each of the following Complex sentences to a Simple sentence :—*

1. He sold the horse which belonged to his brother.
2. The rajah, who was the father of his people, did his best for them during the famine.
3. I have no horse that I can lend you.
4. The marks that were left by the whip were still visible.
5. This is the place where we camp.
6. The heart that is full of grief is heavy.
7. The reply which you have made is foolish.
8. The evil that men do lives after them.
9. Do you not remember him who was formerly your friend ?
10. This is the needle with which she knits.
11. Have you nothing that you wish to say ?
12. He prospered by the help he got from his friends.
13. They were advised by a clever lawyer who was a High Court pleader.
14. He is weak from the illness which he had recently.
15. A man who is dead needs no riches.
16. I have seen the house which belongs to Rama.
17. He was the most learned of the judges who lived at that time.
18. He died in the village where he was born.
19. My horse, which is an Arab of pure blood, is very swift.
20. The smell which comes from this drain is very bad.
21. Can he get no work that he can do ?
22. Is there no place which is kept for bathing here ?
23. The birds have no water that they can drink.
24. He shot a tiger which was the scourge of the district.
25. That is the book that belongs to me.
26. I saw a man who was blind.
27. This is the bottle which is used for water.
28. The chief thing that Wycliffe and his friends achieved was the translation of the Bible into English.
29. I found the book which I had lost.
30. The boy who stood first got the prize.
31. A city that is set on a hill cannot be hid.
32. People who live in glass houses must not throw stones.
33. The services he has rendered to the state cannot be over-estimated.
34. The place where they live is very unhealthy.

35. This idea, on which he based his philosophy, is very difficult to comprehend.
36. I have no time that I can waste on idle talk.
37. A person who relies on his own efforts has the best chance to win success.
38. Here is a barrier that cannot be passed.
39. A person who has risen by his own exertions is always respected. [prize.
40. A boy who had been notoriously idle was awarded a
41. Such men as you cannot be easily disheartened.
42. A man who is industrious is sure to succeed.
43. He told us the time when he expected to arrive.

86. Study the following examples:—

Adverb Clause.

Complex. The Rajah was annoyed *that he had not carried out his orders.*
Simple. The Rajah was annoyed *at his not having carried out his orders.*

Complex. You can talk *as much as you like.*
Simple. You can talk *to your heart's content.*

Complex. Everything comes, *if a man will only work and wait.*
Simple. Everything comes *to a diligent and patient man.*

Complex. I am pushing my business *wherever I can find an opening.*
Simple. I am pushing my business *in every possible direction.*

Complex. He will *not* pay *unless he is compelled.*
Simple. He will pay *only under compulsion.*

Complex. You have succeeded *better than you hoped.*
Simple. You have succeeded *beyond your hopes.*

Complex. *When the cat is away* the mice will play.
Simple. *In the absence of the cat* the mice will play.

Complex. He does not always speak *as he thinks.*
Simple. He does not always speak *his thoughts.*

Complex. A good boy will always do *as he is commanded by his superiors.*
Simple. A good boy will always carry out (or execute) *the commands of his superiors.*

Complex. I was surprised *when I heard him talk so.*
Simple. I was surprised *to hear him talk so.*

Complex. He was *so* tired *that he could not stand.*
Simple. He was *too* tired *to stand.*

Complex. If I make a promise *I keep it.*
Simple. I make a promise *only to keep it.*

Complex. *As the war was ended*, the soldiers returned.
Simple. *The war being ended*, the soldiers returned.

Complex. While there is life there is hope.
Simple. Life and hope are inseparable.

Complex. As you sow so you will reap.
Simple. You will but reap the fruits of your sowing.

Exercise 86. *Convert the following Complex sentences into Simple sentences :—*

1. As you are here you may as well see it.
2. He was angry when he heard the result.
3. Does he know the consequences if he refuses ?
4. He cannot go unless I consent.
5. You cannot always talk sense if you are always talking.
6. You never come here but you steal something.
7. The boy ran as fast as he could.
8. As it was beginning to rain we waited a while.
9. Although he has failed twice he will try again.
10. He made such good speed that he was in time.
11. Because he was ill he stayed at home.
12. As he felt cold he lit a fire.
13. Since I am unable to get much, I accept little.
14. He will pay you when he hears from me.
15. He was so tired that he could not sleep.
16. They rejoice that they are going.
17. I congratulated him because he had passed.
18. He can afford to be generous because he is rich.
19. As the hour had arrived they started.
20. Since I believed his word I did not ask for proof.
21. The dog jumped up when he saw the cat.
22. The horse is so old that it cannot work.
23. The tiger is renowned through all the countryside because he is so cunning and ferocious.
24. He was very angry when he had to pay again.
25. The longer we wait here the darker it will become.
26. He is not so tall that he cannot enter the doorway.
27. When they heard the signal they sprang up.
28. As the truth is known, further lying is useless.
29. Wherever you go I shall follow you.
30. No sooner did he see us than he disappeared.
31. As soon as he heard the news he wrote to me.
32. Because you have done this I shall punish you.
33. As he was not there, I spoke to his brother.
34. They went where living was cheaper.

35. Wherever he preached the people gathered to listen.
36. She stood as though turned to stone.
37. We have come that we may help you.
38. You will pass if you work hard.
39. He cannot see unless he wears glasses.
40. His father still trusted him though he had deceived him.
41. He is not so prudent as he ought to be.
42. It was so dark that you could not see your hand.
43. When the fraud was discovered, he was tried and imprisoned.
44. He was so indolent that he could not be successful.
45. An honest boy speaks as he thinks.
46. Sit down where you please.
47. The larger the brain, the more vigorous the mind.
48. I shall give you my horse if you give me your silver.
49. We will do the work as well as we can.
50. Robinson Crusoe was puzzled when he discovered the print of a foot on the sand.
51. Though the sky falls, he will not be frightened.
52. Apollo was worshipped as long as the Roman Empire lasted.
53. I will buy it, cost what it may.
54. I am surprised that you should believe such nonsense.
55. Whatever you do, I will support.

Exercise 87. *Turn each of the following Complex sentences into a Simple sentence :—*

1. It is terrible that people should die of starvation.
2. I was unable to hear what you were saying.
3. We did not go, as the weather was too stormy.
4. It is doubtful whether he will succeed.
5. He became so ill that he was unable to walk.
6. No one is promoted to a higher class unless he is examined.
7. He ran as fast as he could.
8. He said that he would come to-morrow.
9. Tell me where you live.
10. He confessed that he was guilty.
11. It was so dark that we lost our way.
12. Tell me how old you are.
13. When he will arrive is not yet known.
14. Grant me what I ask.
15. We hope that better times will come.
16. I insist that you shall not go.
17. I shall remain where I am.
18. If you turn to the right you will soon reach the temple.
19. He gave a graphic account of how he escaped.

20. We went half-an-hour earlier, that we might get a good seat.
21. He complained that he had been unjustly treated.
22. It is certain that he will come.
23. The Commissioner gave rewards to such men as deserved them.
24. I asked him why he came.
25. A child who has lost his parents is to be pitied.
26. That they might catch the early train they left at six o'clock.
27. Suspicion always haunts the mind of a person who is guilty.
28. He went to Ooty that he might improve his health.
29. A book, in which were pictures of animals, was presented to him by his uncle.
30. When Cæsar saw Brutus among the assassins, he covered his face with his gown.
31. John Bright once said that the safest place in England was a first-class carriage in an express train.
32. The question is so complicated that it cannot be settled immediately.
33. Had he been absent, the motion would have been carried.
34. The passage is so difficult that I cannot comprehend it.
35. We must do the work as well as we can.
36. Although they fought most valiantly, they were defeated.
37. If he wins the battle, he will be crowned.
38. I wish to know the time when he died.
39. Those soldiers who survived have received medals.
40. This is a machine which is used for sewing.
41. He seemed very anxious that we should come.
42. The priests were satisfied when he offered the money.
43. You must be hungry if you have not dined.
44. It is time you went.
45. It is lucky that he came just then.
46. It is certain that he will help you.
47. You must write to me as soon as you reach Bombay.
48. He gave away some books which belonged to his brother.
49. Can you tell me the name of the person who wrote the book ?
50. It is said that he died by his own hand.
51. While my parents are absent I cannot come.
52. This sum is so hard that I cannot do it.
53. As one man fell another took his place.
54. Work as hard as you can.
55. Drink while you may.
56. Such a man as he is should succeed.
57. The police know this from information which has been received by them.

5. Conversion of Compound sentences to Complex.

87. Study the following examples:—

Compound. Search his pockets and you will find the watch.
Complex. If you search his pockets, you will find the watch.

Compound. Do as I tell you, or you will regret it.
Complex. Unless you do as I tell you, you will regret it.

Compound. The lion was wounded but not killed.
Complex. The lion was not killed although he was wounded. (= Although the lion was wounded, he was not killed.)

Compound. Waste not, want not.
Complex. If you do not waste, you will not want.

Compound. He saw the danger, but pressed on.
Complex. Although he saw the danger, he pressed on.

Compound. He saw the danger and paused.
Complex. When he saw the danger, he paused.

Compound. He aimed at winning the prize and worked hard.
Complex. He worked hard so that he might win the prize.

Compound. He had to sign or be executed.
Complex. If he had not signed, he would have been executed.

Compound. He is buried near Rome and myrtles grow round his grave.
Complex. He is buried near Rome in a place where myrtles grow.

Compound. He wishes to become learned; therefore he is studying hard.
Complex. He is studying hard, that he may become learned.

Exercise 88. *Transform from Compound into Complex sentences:—*

1. Spare the rod and spoil the child.
2. He put on his hat and went outside.
3. At length she woke and looked round.
4. Keep quiet or you will be punished.
5. The ship was wrecked, but the crew were saved.
6. Either Shirin will come or she will send a letter.
7. Do your best, and you will never regret it.
8. He received your telegram, and set off at once.
9. I must hurry back at once, or my business will greatly suffer.
10. Do this, or you will be punished.
11. Rama may not be clever but he is certainly industrious.
12. I put my hand into my pocket and gave him an anna.
13. Only do the right, and you will have no reason to be ashamed.

14. The crow stole a piece of cheese and flew with it to a tree.
15. I called at your house yesterday but you were out.
16. This is the prisoner's first offence, so he will be let off with a small fine.
17. We must do our work well or our master will be angry with us.
18. You have earned his gratitude, so you shall not go unrewarded.
19. He failed in his first attempt and never tried again.
20. Time flies fast, yet it sometimes appears to move slowly.
21. Mosquitoes cause malaria, and this is well known.
22. She must weep or she will die.
23. He ran to the station, but he missed the train.
24. The boy was tired, therefore he went to bed.
25. He is poor, but contented.
26. Life has few enjoyments; still we cling to it.
27. Eat few suppers and you'll need few medicines.
28. He is working hard; therefore he will succeed.
29. He wishes to succeed; therefore he works hard.
30. He was going along this road, and met a dragon.
31. They were refused pay, but went on working.
32. I frowned upon him, yet he loves me still.
33. Do you find victories and we will find rewards.
34. The archers were poorly armed, but they offered a stubborn resistance.
35. Cross this line and you will be captured.
36. You must be warmly clad, or you will catch cold.
37. Take care of the pence and the pounds will take care of themselves.
38. The knight adored his proud wife, but he was in mortal fear of her fierce temper.
39. We are few, but we are of the right sort.
40. Be diligent, and you will succeed.
41. It seems too good to be true, nevertheless it is a fact.
42. Resist the devil, and he will flee from you.
43. I will recover it or die in the attempt.
44. Take a farthing from a hundred pounds, and it will be a hundred pounds no longer.
45. He has lost all his teeth, consequently he cannot eat hard food.
46. Give him an inch and he'll take an ell.
47. Hear him out, and you will understand him the better.
48. Advance another step, and you are a dead man.
49. Send the deed after me and I will sign it.
50. He was very learned and seemed to know everything.
51. He was ambitious and therefore I killed him.

52. We landed at Karachi, and there we spent a very enjoyable week. [partner.
53. We called upon Mr. Pundit and he introduced us to his
54. He was my friend, therefore I loved him.

Exercise 89. *Convert the following Compound sentences to Complex sentences :—*

1. Give me the book and I will read it.
2. Take quinine and your fever will be cured.
3. I tell him to be quiet and he takes no notice.
4. He is deaf but he will always pretend to hear.
5. You have paid the bill but you will get no more credit.
6. I ran all the way to the station but I lost the train.
7. Rama is a better player than Krishna and therefore he must take his place in the team.
8. You called me and here I am. [for him.
9. The master is nearly blind and the boys are very sorry
10. We will win or die
11. Let me come in or I will break down the door.
12. Be careful in your diet and you will keep health.
13. Listen and I will tell you all.
14. He is very agreeable but I don't like him.
15. It is cold, so I shall wear a coat.
16. Send me the gun and I will mend it.
17. Be good and you need not be clever.
18. Follow me or you will lose your way.
19. You ordered the goods and so they have been sent.
20. You must pay or else sign a chit.
21. I do not like his lectures and so I don't attend them.
22. He ran away or they would have killed him.
23. He has injured me but I will forgive him.
24. Be quiet or I shall punish you.
25. Be just and fear not.
26. He was never present, but he always sent a deputy.
27. Be kind and help me.
28. Pay heed to the small details and the general plan will surely succeed.
29. He is certain to be late, so why wait for him ?
30. You or I must go away.
31. The Parsis went in first on a very wet wicket, and so they lost the match. [them.
32. They tried to bribe the peon but he was too clever for

6. Conversion of Complex sentences to Compound.

88. Study the following examples:—

Complex. I am certain you have made a mistake.
Compound. You have made a mistake, and of this I am certain.

Complex. I am glad that he has recovered from illness.
Compound. He has recovered from illness, and I am glad of it.

Complex. We can prove that the earth is round.
Compound. The earth is round, and we can prove it.

Complex. I have found the book that I had lost.
Compound. I had lost a book, but I have found it.

Complex. As soon as he got the telegram, he left in a taxi.
Compound. He got the telegram, and immediately he left in a taxi.

Complex. He worked hard so that he might win the prize.
Compound. He aimed at winning the prize and worked hard.

Complex. If he is at home, I shall see him.
Compound. He may be at home, and in that case I shall see him.

Complex. He lost more than he could afford.
Compound. He could afford to lose something, but he lost somewhat more.

Complex. He is more a philosopher than a poet.
Compound. He is something of a poet, but rather more of a philosopher.

Complex. If you do not hurry you will miss the train.
Compound. You must hurry or you will miss the train.

Complex. Unless we do our work well our master will be angry with us.
Compound. We must do our work well or our master will be angry with us.

Complex. We sow that we may reap.
Compound. We desire to reap, therefore we sow.

Exercise 90. *Convert from Complex to Compound sentences :—*

1. Once upon a time a man owned a hen, which laid every day a golden egg.
2. We selected this bicycle after we had tried several.
3. It is surprising that he did not succeed.
4. If you do not take exercise, you will be ill.
5. If you run, you will be in time.
6. He ran away because he was afraid.
7. As he was not there, I spoke to his brother.
8. Although he saw the danger, he pressed on.
9. Though you try with all your might, you will not succeed.
10. I shall not go unless I am invited.
11. If you eat too much you will be ill.

12. A book's a book, although there's nothing in it.
13. Unless you keep quiet, you will be punished.
14. As Cæsar loved me, I weep for him.
15. Because you have done this I shall punish you.
16. As soon as he heard the news he wrote to me.
17. When you have rested, go on with the work.
18. I forgave him because he was dying.
19. He stayed at home because he was feeling ill.
20. His father still trusted him though he had deceived him.
21. Though the sky falls, he will not be frightened.
22. He was educated at a public school where he learnt Latin.
23. I struck him because he ventured to obstruct my path.
24. They went to war that they might extend their empire.
25. Although they fought most valiantly, they were defeated.
26. He writes so illegibly that I cannot read his letter.
27. I know what you told him.
28. The ship was steered so skilfully that it reached the harbour safely.
29. You must be respectable if you would be respected.
30. As he was ambitious, I killed him.
31. Though often capricious and impertinent, she was never out of temper.
32. Though the waves are raging white, I'll row you o'er the ferry.
33. He finished first though he began late.
34. Though he tries hard, he is seldom successful.
35. When the sun set he returned home.
36. Since duty calls us, we must obey.
37. He had a cow that gave enormous quantities of milk.
38. He failed because he was too rash.
39. We eat that we may live.
40. He was so learned that he seemed to know everything.

Exercise 91. *Convert the following Complex sentences to Compound sentences :—*

1. Rama went to school as soon as he had finished his meal.
2. If I ask a civil question I expect a civil reply.
3. They have never been poor since they opened that shop.
4. I could answer if I chose.
5. We might admire a bad man though we cannot admire a weak one.
6. I advise you to try although you may not succeed.
7. I spoke plainly that you might understand.
8. He feigned sleep as he had an object in doing so.
9. He gave himself up because flight was useless.
10. As we are here we will stay here.

11. I do not think he will come.
12. I know there is a rupee in your hand.
13. Come when you like.
14. I shall come when I am in better health.
15. I would have shot the snake if I had seen it.
16. His precept is as beautiful as his practice is disgraceful.
17. At Rome we must behave as the Romans do.
18. He fell as I fired.
19. If you come here you will repent it.
20. I have never heard from him since he left Bombay.
21. He went to the house that he might leave a message.
22. Unless we run we shall miss the train.
23. As soon as the sun touches the horizon darkness begins to settle upon the scene.
24. However clever you may be, you cannot succeed without industry.
25. Do this, lest a worse thing befall.
26. If you trust to the book you will find yourself in difficulties.
27. We may lose all without regret if we may keep our honour sustained.
28. Bad as things are they might be worse.
29. You may go when you have finished your work.
30. His bark is worse than his bite.
31. If I am right you must be wrong.

7. Interchange of Principal and Subordinate Clauses.

89. Study the following examples:—

1. The ship was not surrendered until it was half burnt.
   The ship was half burnt before it was surrendered.
2. The baron built a castle which is still standing.
   The castle which the baron built is still standing.
3. It never rains but it pours.
   It always pours when it rains.
4. No sooner did he appear than all were silent.
   All were silent as soon as he appeared.

Exercise 92. *Interchange Principal and Subordinate Clauses in the following sentences:—*

1. No sooner had he gone than the uproar commenced.
2. They were passing a thicket when the first living being presented himself.
3. The fog grew denser until the ship became invisible.
4. This was the most perilous action in which he was ever engaged.

5. His ability was such that all the citizens turned to him in their perplexity.
6. Many days shall not pass by before I return.
7. He ran away as soon as he saw me.
8. No sooner did he earn a hundred rupees than he squandered it.
9. He never saw a rose but it reminded him of Shiraz.
10. As soon as he saw the policeman coming, he took to his heels.
11. Unless he pays for the repairs he cannot take away his car.
12. He never makes a promise which he does not keep.
13. Bacon finished his University studies before he was sixteen.
14. Past and future joys always appear greater than present joys.
15. I met your brother just as he was leaving his office.
16. The word "gentleman" is so often on his lips that I cannot believe him to be one himself.
17. The disaster turns out to be less terrible than it was first reported to be.
18. The builder has done his work better than I expected.
19. He never passes an opinion on any question until he has heard both sides.

Exercise 93. (*Miscellaneous.*) *Recast the following sentences as directed :—*

1. A soldier of the tenth legion leaped into the water as soon as the ship touched the shore. (Begin with *No sooner.*)
2. We have helped them with money as well as a body of workers, all well-trained and experienced. (Use the expressions 'not only' and 'everyone'.)
3. Mrs. Smith is the wisest member of the family and of her four daughters Jane is the prettiest. (Use the comparatives of 'wise' and 'pretty'.)
4. The difficulty was solved by means of a special service devised for the occasion. (Make the word 'service' the subject.)
5. The lady was compelled by the doctor to drink such vile medicine that she was all but killed by him. (Use the active voice throughout.)
6. You are already as well acquainted with these affairs as I am. (Use 'known' for 'acquainted'.)
7. As soon as Sir Roger had seated himself he called for wax candles. (Use 'no sooner' for 'as soon as'.)
8. When supper had been prepared, Robinson Crusoe sat down expecting to enjoy himself greatly. (Use noun forms instead of 'prepared' and 'expecting'.)

9. Nelson knew the value of obedience so well that he anticipated some censure for his act. (Rewrite this sentence using 'too' for 'so'.)

10. The secretary sent me no reply for ten days. (Rewrite, using the verb 'reply' instead of the noun.)

11. To the great dismay of the Spaniards they found two-thirds of the trenches closed. (Rewrite this sentence using a verb for 'dismay' and converting the predicate into a phrase.)

12. There was hardly a young Prince who did not desire to win her for his wife. (Rewrite this sentence after removing the negatives.)

13. When the general informed the king that his troops had won a great victory, he ordered universal rejoicings. (Use the passive voice throughout.)

14. His parents were compelled by poverty to send him abroad that he might earn his own living. (Simple sentence, active voice.)

15. His fondness for games increases with his proficiency. (Complex sentence using "the......the" and adjectives to replace the abstract nouns.)

16. Of all the men I know none is less inclined than he is to believe ill of others. (Reduce to two clauses.)

17. When the monsoon broke, the temperature fell rapidly. (Simple sentence, "break" as subject; replace "fell" by a noun.)

18. He has squandered his fortune, estranged his friends and ruined his health by his recklessness and extravagance. (Active voice; use "not only......but".)

19. He has discovered new facts and advanced new arguments, but my opinion is unchanged. (Complex sentence; negative principal clause with verb in active voice; two adjectival clauses.)

20. He is notoriously mean in his treatment of his servants. [Rewrite in four ways—(1) Simple sentence with "treatment" as subject; (2) Simple sentence with "treat" as the verb; ~~(3) Complex sentence with a noun clause~~; (4) Complex sentence with an adjective clause and "meanness" as subject of the principal clause.]

21. You can imagine my annoyance on learning of the postponement of the football match. (Complex sentence; three subordinate clauses.)

22. His sole income is what he earns by his pen. (Make the principal clause negative.)

23. A sailing ship was wrecked here last December. [Rewrite in three ways so as to emphasize (1) "sailing", (2)
24. It is probable that he will come back. (Simple sentence;
"here", (3) "December".]
replace "probable" and "come back" by nouns.)

CHAPTER XII.

SYNTHESIS OF SENTENCES.

Combination of two or more Simple sentences into a single Simple sentence.

90. Synthesis is the opposite of Analysis and means the combination of a number of Simple sentences into one new sentence — Simple, Compound or Complex.

91. The following are the chief ways of combining two or more Simple sentences into one Simple sentence: —

(*i*) *By using a Participle.*

1. He jumped up. He ran away.
   Jumping up he ran away.
2. He was tired of play. He sat down to rest.
   Tired (*or*, being tired) of play he sat down to rest.

(*ii*) *By using a Noun or a Phrase in Apposition.*

1. This is my friend. His name is Rama.
   This is my friend Rama.
2. William I. defeated Harold at Senlac in 1066. Harold was the successor of Edward the Confessor.
   William I. defeated Harold, the successor of Edward the Confessor, at Senlac in 1066.
3. This town was once a prosperous sea-port. It is now a heap of ruins.
   This town, once a prosperous sea-port, is now a heap of ruins.

(*iii*) *By using a Preposition with a Noun or Gerund.*

1. The moon rose. Their journey was not ended.
   The moon rose before the end of their journey.
2. He has failed many times. He still hopes to succeed.
   In spite of many failures he hopes to succeed.
3. Her husband died. She heard the news. She fainted
   On hearing the news of her husband's death she fainted.

(*iv*) *By using the Nominative Absolute Construction.*

1. The soldiers arrived. The mob dispersed.
   The soldiers having arrived, the mob dispersed.
2. The town was enclosed by a strong wall. The enemy was unable to capture it.
   The town having been enclosed by a strong wall, the enemy was unable to capture it.

(v) By using an Infinitive.

1. I have some duties. I must perform them.
   I have some duties to perform.
2. We must finish this exercise. There are still three sentences.
   We have still three sentences of the exercise to finish.
3. He wanted to educate his son. He sent him to Europe.
   He sent his son to Europe to be educated.
4. He is very fat. He cannot run.
   He is too fat to run.

(vi) By using an Adverb or an Adverbial Phrase.

1. He deserved to succeed. He failed.
   He failed undeservedly.
2. The sun set. The boys had not finished the game.
   The boys had not finished the game by sunset.

92. Several of these methods may be combined in the same sentence.

The sun rose. The fog dispersed. The general determined to delay no longer. He gave the order to advance.

At sunrise, the fog having dispersed, the general, determined to delay no longer, gave the order to advance.

Exercise 94. *Combine each set of sentences into one Simple sentence by using Participles :—*

1. He hurt his foot. He stopped.
2. The thief had been in prison before. He received severe sentence.
3. He was unwilling to go any further. He returned home.
4. They saw the uselessness of violence. They changed their policy.
5. He was weary of failure. He emigrated to Africa.
6. The King was warned of his danger. He made good his escape.
7. He lost a large sum of money. He gave up speculation.
8. I received no answer. I knocked a second time.
9. His wife encouraged him. He persevered.
10. He gave up his situation. He was not satisfied with his salary.
11. He felt tired. He laid his work aside.
12. He went straight on. He saw Hari on the path.
13. The stable door was open. The horse was stolen.
14. The hunter took up his gun. He went out to shoot the lion.
15. I went to Bombay last year. I wished to see a dentist.
16. A crow stole a piece of cheese. She flew to her nest to enjoy the tasty meal.

17. The magician took pity on the mouse. He turned it into a cat.
18. A passenger alighted from the train. He fell over a bag on the platform.
19. My sister was charmed with the silk. She bought ten yards.
20. I did not hear his answer. It was spoken quietly.
21. The steamer was delayed by a storm. She came into port a day late.
22. He had resolved on a certain course. He acted with vigour.
23. The letter was badly written. I had great difficulty in making out its contents.
24. A hungry fox saw some bunches of grapes. They were hanging from a vine.
25. Cinderella hurried away with much haste. She dropped one of her little glass-slippers.
26. I was walking along the street one day. I saw a dead snake.
27. He was overpowered. He surrendered.
28. He ran at top speed. He got out of breath.
29. He possessed all the advantages of education and wealth. He never made a name.
30. He was occupied with important matters. He had no leisure to see visitors.
31. The Russians burnt Moscow. The French were forced to quit it.
32. The votes on each side were equal. The chairman gave his casting vote against the resolution.
33. Wolsey lost the favour of his master. He was dismissed from his high offices.
34. He is a big boy. He is very strong. He is in the football team.
35. He came to me. He wanted leave. He was ill.
36. I heard Abdul. He was shouting very loudly. He was calling me.
37. He raised his gun. He took aim. He shot the tiger.
38. He could not eat hard food. He was very old. He had lost his teeth.
39. I have told you the facts. I have nothing more to say. I will sit down.
40. I was returning home. I saw a man. He looked very ill. He was lying by the roadside.

Exercise 95. *Combine each set of sentences into one Simple sentence by using Nouns or Phrases in Apposition :—*

1. There goes my brother. He is called Sohrab.
2. The cow provides milk. Milk is a valuable food.

3. Mr. Pundit was elected President. He is a wellknown Sanskrit scholar.
4. Coal is a very important mineral. It is hard, bright, black and brittle.
5. We saw the picture. It is a very fine piece of work.
6. Geoffrey Chaucer was born in 1340. He is the first great English poet.
7. Tagore's most famous work is the *Gitanjali*. It is a collection of short poems.
8. His only son died before him. He was a lad of great promise.
9. His uncle was a millionaire. He sent him to England for his education.
10. The dog bit the man. He was a notorious burglar.
11. Bruno is my faithful dog. I love him.
12. King George was the greatest living monarch. He was King of England. He was Emperor of India.
13. De Lesseps made the Suez Canal. This was a great work. He was a French engineer.
14. Mr. Pundit lives in Dustipore. He is the Collector. It is a large town.

Exercise 96. *Combine each set of sentences into one Simple sentence by using Prepositions with Nouns or Gerunds :—*

1. He attended to his duties. He earned promotion.
2. He must confess his fault. He may thus escape punishment.
3. He was ill last term. He was unable to attend school.
4. I forgave him his fault. That has not prevented him from repeating it.
5. The bugle sounded. The weary soldiers leapt to their feet.
6. The word of command will be given. You will then fire.
7. He set traps every night. He cleared his house of rats.
8. The judge gave his decision. The court listened silently.
9. He expects to obtain leave. He has already bought his steamer ticket.
10. He has a good record. It is impossible to suspect such a man.
11. Even a bird will defend its young ones. It then shows great courage.
12. There was a want of provisions. The garrison could hold out no longer.
13. You helped me. Otherwise I should have been drowned.
14. I have examined the statement. I find many errors in it.
15. He is free from disease. At least he appears to be so.
16. His son died. This gave him a shock. He never fully recovered from it.

17. He took the law in his own hands. He was not justified in doing so.
18. It rained hard. The streets were flooded.
19. He made heroic efforts to succeed. He failed.
20. The weather is pleasant. It is a little cold however.
21. He was rude. I took no notice of it.
22. He has stolen the purse. There is no doubt about this.
23. She wants to marry a foreigner. Her father is opposed to this.
24. He entered the room with his hat on. His behaviour surprised me.
25. He got great honour. He saved the life of the Rajah.
26. There was an advertisement in the newspaper. His interest was aroused.
27. He amused us very much. He sang a funny song.
28. The prince was ill. The people heard of it. They crowded to the palace.
29. The prince recovered. The people received the news. They were very enthusiastic.
30. He makes a lot of money. He buys horses. He sells horses.
31. I saw a *sowar*. He had a lance in his hand. He had a sword by his side.
32. She stood there for hours. She did not move. She did not speak.
33. The discovery of his crime was a heavy blow. His reputation suffered. His business decreased.

Exercise 97. *Combine each set of sentences into one Simple sentence by using the Nominative Absolute construction :—*

1. His friend arrived. He was very pleased.
2. The rain fell. The crops revived.
3. The storm ceased. The sun came out.
4. The troops were ordered out. The police were unable to hold the mob in check.
5. The holidays are at an end. Boys are returning to school.
6. The wind failed. The crew set to work with a will.
7. It was a very hot day. I could not do my work satisfactorily.
8. His house has been burned down. He lives in an hotel.
9. The king died. His eldest son came to the throne.
10. His father was dead. He had to support his widowed mother.
11. Rain was plentiful this year. Rice is cheap.
12. The secretaryship was vacant. Nobody was willing to undertake the duties of the post. I offered my services.

13. The prisoner was questioned. No witness came forward. The judge dismissed the case.

14. The sun rose. The fog cleared away. The lighthouse was seen less than a mile away.

15. He fired his gun. The ball went high. The tiger sprang on him.

16. The master was out of the room. The door was shut. The boys made a lot of noise.

Exercise 98. *Combine each set of sentences into one Simple sentence by using Infinitives :—*

1. He had no money. He could not give any away.
2. I have told you all. There is nothing more to be said.
3. He cannot afford a motor-car. He is too poor.
4. I heard of his good fortune. I was glad of that.
5. The information is of no use to us. It has come too late.
6. Your father will hear of your success. He will be delighted.
7. You did not invest all your savings in one concern. You were prudent.
8. He had not even one anna with him. He could not buy a loaf of bread.
9. The Pathan took out a knife. His intention was to frighten the old man.
10. I speak the truth. I am not afraid of it.
11. He wants to earn his livelihood. He works hard for that reason.
12. The strikers held a meeting. They wished to discuss the terms of the employers.
13. He has five children. He must provide for them.
14. Napoleon was one of the greatest of generals. This is universally acknowledged.
15. His Majesty desired to kill Gulliver secretly. Various means were employed for this purpose.
16. I will speak the truth. I am not afraid of the consequences.
17. He is very honourable. He will not break his word.
18. He has some bills. He must pay them.
19. He must apologise. He will not escape punishment otherwise.
20. He keeps some fierce dogs. They will guard his house. They will keep away robbers.

Exercise 99. *Combine each set of sentences into one Simple sentence by using Adverbs or Adverbial Phrases :—*

1. I accept your statement. I do it without reserve.
2. He answered me. His answer was correct.

3. He forgot his umbrella. That was careless.
4. He is a bad boy. This is certain.
5. The train is very late. That is usual.
6. I shall come back. I shall not be long.
7. He kicked the goal-keeper. It was his intention to do so.
8. He was obstinate. He refused to listen to advice.
9. He spent all his money. This was foolish.
10. He was not at the meeting. His absence was unavoidable.
11. He applied for leave. It was not granted.
12. He admitted his error. He expressed his regret.
13. I met him only once. It was in a railway carriage.
14. He has succeeded. His success has been beyond my expectation.
15. It must be done. The cost does not count.
16. I have read Bacon. It has profited me greatly.
17. He persevered. He was not deterred by obstacles.
18. The door was open. It looked rather suspicious.
19. He is not qualified for the post. He is not qualified in any degree.
20. The blow dazed him. That condition lasted only for a time.
21. I did not eat any of the poisoned food. This was lucky.
22. He solved the problem. Its solution took him no time.
23. He visited Ooty. He did so for reasons of health.
24. He accomplished the task. He brought unflagging industry to its accomplishment.
25. Boys grow up to be men. The growth is very slow. It cannot be seen.
26. Rama struck Krishna. His blows were cruel. They were frequent. There was no reason for this.

Exercise 100. (*Miscellaneous.*) *Combine each set of sentences into one Simple sentence :—*

1. Homer was a great poet. He was born somewhere. Nobody knows where.
2. He was a leader. He did not follow other men. Such was his nature.
3. I bought this hat two years ago. It is still good. It is fit to wear.
4. He devoted himself to public affairs. He never took a holiday. This continued for thirty years.
5. Clive made proposals. Some opposed the proposals. The majority supported them. They were carried.
6. Clive determined to reform the administration. Reforms were needed. He informed the council accordingly.
7. The man was innocent. He could have defended himself. He refused to speak. He was afraid of convicting his friend.

8. He was in prison. His friend was in the next cell. There was a brick wall between the cells. He made a hole in the wall. He was able to talk to his friend.

9. The boy was drowning. He shouted for help. A workman heard the boy's shouts. He plunged into the river. He risked his own life.

10. The traveller was toiling slowly over the desert. He suddenly turned round. He heard his companion's voice. His companion was crying for help.

11. We returned down the valley of the Jumna. We came first to Delhi. Delhi is the capital of India.

12. The art of printing was introduced into England during the reign of Edward IV. The art of printing was introduced by William Caxton. William Caxton was a native of Kent.

13. He struck his foot against a stone. He fell to the ground. He made his clothes very dirty.

14. The sun shone on the corn. The corn ripened. It did this in a short time. The farmer was filled with joy.

15. He opened his letters. He read them carefully. He sent for his clerk. He dictated answers to them.

16. He paid all his late father's debts. This was a very honest proceeding. It was very creditable to him.

17. He has two horses. He must feed them. He must water them. He must groom them. He must bring them to his master at 12 o'clock.

18. He goes to school. He wishes to learn. He wants to grow up honest, healthy and clever.

19. There was a man hiding in my garden. He was armed with a gun. He was a Pathan. My notice was drawn to it.

20. The soldiers were starving. Their ammunition was expended. Their clothes were in rags. Their leaders were dead. The enemy easily defeated them.

21. Napoleon was the first Emperor of the French. He was a great soldier. He inspired his armies with the most warlike spirit. This was the cause of their many victories.

22. Wellington was the greatest of English generals. Nelson was the greatest of English admirals. Napoleon was the greatest of French soldiers. They were contemporaries. They were the heroes of their respective countries.

23. The miser laughed. He found himself the richer by a pice. He saw his adversary out-witted.

24. He hardened his heart. He wished to punish the people mercilessly. He wanted to make an example of them once and for all.

25. He receives much gratitude. He performs kindly actions. He is not harsh in the execution of his duty. He does not oppress the poor.

26. His friends assembled. They offered him their congratulations upon his safe return. Everybody was comfortably seated. He described all his adventures.

27. The thieves poisoned the dog. He had brought it from England. He had trained it carefully to protect his property.

28. Vultures appeared one after another. They were wheeling round and round. They were descending towards the spot. They had cruel beaks and talons.

29. The room was covered with blood. It stained the walls and ceiling. It darkened the floor. It flowed in a stream under the door. It stood in puddles everywhere.

30. The house had been pulled down. Another had been built in its place. It was difficult to identify the exact spot.

31. He earned the hatred of all good men. He incited youths to crime. He furnished them with means. He himself kept safely out of the way in time of danger.

32. He copied from the next boy. This was a mean and dishonest action. It brought disgrace upon him. He was punished for it.

33. He had not sufficient courage. He could not face the opposition of his caste fellows. He could not go away from his native place to begin life afresh.

34. Lord Ripon was a famous Viceroy. He was a man of broad and liberal views. He was a benefactor of India. He is affectionately remembered in this country.

35. He could not finish his work. He had no opportunity. He could not do much of it in fact. He was very often ill. He was frequently absent.

36. The criminal was a man of his own caste. He was an ungrateful and incorrigible wretch. He had often helped him.

37. He went for a walk one day. He saw a wounded bird. He picked it up. He brought it home. He carefully tended it for some time. It completely recovered. This gave him great joy.

38. I knew a boy at school. He is now famous as a soldier. He is known to the tribesmen as the "Sleepless One". He is greatly feared by them.

39. The water had boiled. The tea was made. The food was ready. The table was spread. They sat down to eat and drink.

40. He deserves my thanks. He found my purse. He returned it to me. He took nothing out of it.

41. I saw a dog. It had three legs. It had only one ear. It was a terrier. It was a well-bred little animal.

42. He must clean all the silver. He must put it away. He must lock it up. He must bring me the key of the box. These were my orders to him.

43. The horse had many of the points of a racer. It had slim legs. It had high withers. It had powerful quarters. It had a tremendous stride.

44. He was a great statesman. He had worked well for his country. He was very popular. He was accorded a tomb in Westminster Abbey.

45. Wood was collected. Camp fires were lighted. Food was cooked. Food was eaten. The army lay down to sleep.

46. He alienated his friends. His conduct was disgraceful. He was put in gaol.

47. Rama had a wide knowledge of the business. Krishna had the necessary capital. They combined resources. They entered into partnership.

48. Their father had a large sum of money. He divided it equally between them by his will. The daughters were eagerly sought in marriage.

49. The ground is soft and marshy. There are many frogs. Snakes abound there. They are the enemies of mankind.

50. His hopes are high. His superiors are pleased with him. He is justified in hoping.

51. He rode along for hours. He did not strike his horse. He did not spur it.

52. I have some advice. I must give it to you. I must impress it strongly upon you.

53. I hear rumours about Laxman. He is an old pupil of mine. He is a good cricketer. He is a good football player. He is not a steady worker.

54. He was delighted with the intelligence and brightness of the scholars. He overlooked the fact of their knowing few things by heart.

55. He built a house. It had many large doors. It had many large windows. It had wide verandahs. It had a general air of coolness and comfort.

56. He told a story. It was about a man. The man had great strength. He was a famous warrior.

57. He came to Bombay. He wished to see his father. He had some business to settle.

58. After the storm the boat had no mast. It could not keep before the wind. It could not return to port.

59. The cage contains a tiger. The cage was strongly built. It was so built for this purpose.

60. The ancient myths of India have been preserved in the minds of the people. They have been preserved with great care. This has been done by the priests. It has also been done by the learned men. These are the guardians of the lamp of learning.

CHAPTER XIII.

SYNTHESIS OF SENTENCES. (*Contd.*)

Combination of two or more Simple sentences into a single Compound sentence.

93. Simple sentences may be combined to form Compound sentences by the use of Co-ordinative Conjunctions. These are of four kinds—Cumulative, Adversative, Alternative, and Illative.

A. 1. Night came on. The room grew dark.
Night came on *and* the room grew dark.

2. He is a fool. He is a knave.
He is a fool *and* a knave.
[Or] He is *both* a fool *and* a knave.
[Or] He is *not only* a fool *but also* a knave.
[Or] He is a fool *as well as* a knave.

3. The wind blew. The rain fell. The lightning flashed.
The wind blew, the rain fell, *and* the lightning flashed.

It will be noticed that the conjunction *and* simply *adds* one statement to another.

The conjunctions *both...and*, *not only...but also*, *as well as* are emphatic forms of *and* and do the same work.

Conjunctions which merely *add* one statement to another are called **Cumulative.**

B. 1. He is slow. He is sure.
He is slow *but* he is sure.

2. I was annoyed. I kept quiet.
I was annoyed, *still* (or *yet*) I kept quiet.

3. He failed. He persevered.
He failed, *nevertheless* he persevered.

4. I shall not oppose your design. I cannot approve of it.
I shall not oppose your design ; I cannot, *however*, approve of it.

5. He was all right. He was fatigued.
He was all right ; *only* he was fatigued.

It will be noticed that the conjunctions *but*, *still*, *yet*, *nevertheless*, *however*, express a *contrast* between one sentence and the other. Some of these conjunctions (*still*, *yet*, *however*, *nevertheless*) are more emphatic than *but*.

Conjunctions which express opposition or *contrast* between two statements are called **Adversative.**

C. 1. Make haste. You will be late.
Make haste *or* you will be late.

2. Come in. Go out.
Come in *or* go out.
[Or, more emphatically.] *Either* come in *or* go out.

3. Do not be a borrower. Do not be a lender.
Do not be a borrower *or* a lender.
[Or, more emphatically.] *Neither* a borrower *nor* a lender be.

It will be noticed that the conjunctions *or, either......or, neither......nor,* express a *choice* between two alternatives.

Conjunctions which express a *choice* between two alternatives are called **Alternative.**

D. 1. He was obstinate. He was punished.
He was obstinate ; *therefore* he was punished.

2. I cannot see. It is very dark.
I cannot see, *for* it is very dark.

3. It is raining heavily. I will take an umbrella with me.
It is raining heavily, *so* I will take an umbrella with me.

It will be noticed that the conjunctions *therefore, for, so,* etc., join sentences in which one statement is *inferred* from the other.

Conjunctions which express an *inference* are called **Illative.**

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1. Abdul is ill. He cannot study. He still attends school.
Abdul is ill and cannot study, yet he still attends school.

2. He saw the boy in the street. He stopped to speak to him. He gave him a rupee.
Seeing the boy in the street, he stopped to speak to him and gave him a rupee.

Exercise 101. *Combine each set of Simple sentences into one Compound sentence :—*

1. He does well. He is nervous at the start.
2. The way was long. The wind was cold.
3. It is raining heavily. I will take an umbrella with me.
4. The harvest truly is plenteous. The labourers are few.
5. It was a stormy night. We ventured out.
6. Football is a vigorous and healthy game. Every boy should play it.

7. He is foolish. He is also obstinate.
8. I am in the right. You are in the wrong.
9. We can travel by land. We can travel by water.
10. The train was wrecked. No one was hurt.
11. The paper is good. The binding is very bad.
12. We must hasten. The robbers will overtake us.
13. The prince married the beautiful princess. They lived happily ever after.
14. The river is deep and swift. I am afraid to dive into it.
15. He was fined. He was sent to prison.
16. You may go to the theatre. Rama may go to the theatre.
17. Bruce was lying on his bed. He looked up to the roof. He saw a spider.
18. I cried out sadly. I beat my head and breast. I threw myself down on the ground.
19. You may play hockey. You may play football. You must do one of the two.
20. You may be wrong. Rashid may be wrong. You cannot both be right.
21. I got up. I looked about everywhere. I could not perceive my companions.
22. Parliament refused money. The king wanted it. He borrowed it from the London merchants.
23. A is equal to B. B is equal to C. A is equal to C.
24. Most of the rebels were slain. A few escaped. They hid in the woods and marshes. The rebellion was quickly suppressed.
25. He was my school-fellow. He has become a great man. He has grown proud. He forgets his old friends.
26. I did not see you. I should have spoken to you. I had important news. Delay was dangerous.
27. Make haste. You will be late. There is no other train till midnight. That train is a slow one.
28. Their boats are made of a kind of bark. They are very light. They can easily be carried on the shoulders.
29. The emu, or Australian ostrich, does not sit on its eggs. It covers them up with leaves and grass. It leaves them to be hatched by the heat of the sun.
30. We must catch the 9 o'clock train. There is only half an hour left. We must start without further delay.
31. A timid dog is dangerous. He always suspects ill-treatment. He tries to protect himself by snapping.
32. A husbandman had sown some corn in his fields. He had only recently done so. Cranes came to eat the corn. The husbandman fixed a net in his fields to catch the cranes.
33. The monsoon failed. The tanks became almost empty. No grain could be sown. A famine was feared. The ryots looked anxiously for the next monsoon. It proved unusually abundant. The danger was averted.

34. The second carriage is full. We may pay first class fare. We may wait for the next train. We must do one of these things. We may not travel first class with second class tickets. That is forbidden.

35. He is a rich man. He did not earn his wealth. He does not appreciate the value of money. He squanders it.

36. He beat me in the race. He is a year older. He naturally runs faster. Next year I may do better.

37. The storm abated. The sun shone. The ship-wrecked mariners could see no sign of land. They were adrift in mid-ocean.

38. Generally your conduct is good. You have been guilty of an act of folly. You will not be punished. I advise you to be more prudent in future.

39. I lost my way. I asked a policeman to direct me. He was new to his work. He could not help me. He called a gentleman passing by to my assistance.

40. The engine-driver saw the danger. He applied the brakes. The line was greasy. The brakes failed to act quickly. The train crashed into the gates at the crossing. The engine left the rails.

41. The rain fell steadily for several days. The river overflowed its banks. The terrified villagers abandoned their homes. They fled to the higher ground. Soon the floods retired. The villagers were able to return.

CHAPTER XIV.

SYNTHESIS OF SENTENCES. (*Contd.*)

Combination of two or more Simple sentences into a single Complex sentence.

I. Subordinate Clause a Noun Clause.

94. In the following examples the Subordinate clause is a Noun clause:—

1. You are drunk. That aggravates your offence.
   That you are drunk aggravates your offence.
2. He will be late. That is certain.
   It is certain that he will be late.
3. You are repentant. I will not forget it.
   I will not forget that you are repentant.
4. He may be innocent. I do not know.
   I do not know whether he is innocent.
5. He is short-sighted. Otherwise he is fit for the post.
   Except that he is short-sighted he is fit for the post.

6. The clouds would disperse. That was our hope. Our hope was cheering.
   Our hope, that the clouds would disperse, was cheering.
7. The game was lost. It was the consequence of his carelessness.
   The consequence of his carelessness was that the game was lost.

II. Subordinate Clause an Adjective Clause.

95. In the following examples the Subordinate clause is an Adjective clause:—

1. A fox once met a lion. The fox had never seen a lion before.
   A fox who had never seen a lion before met him.
2. She keeps her ornaments in a safe. This is the safe.
   This is the safe where she keeps her ornaments.
3. A cottager and his wife had a hen. The hen laid an egg every day. The egg was golden.
   A cottager and his wife had a hen which laid a golden egg every day.

III. Subordinate Clause an Adverb Clause.

96. In the following examples the Subordinate clause is an Adverb clause:—

1. Queen Victoria died in 1901. The Prince of Wales thereafter became king.
   When Queen Victoria died in 1901, the Prince of Wales became king.
2. I waited for my friend. I waited till his arrival.
   I waited for my friend until he came.
3. He fled somewhere. His pursuers could not follow him.
   He fled where his pursuers could not follow him.
4. Let men sow anything. They will reap its fruit.
   As men sow, so shall they reap.
5. You are strong. I am equally strong.
   I am as strong as you are.
6. He was not there. I spoke to his brother for that reason.
   As he was not there, I spoke to his brother.
7. We wish to live. We eat for that purpose.
   We eat that we may live.
8. He was quite tired. He could scarcely stand.
   He was so tired that he could scarcely stand.
9. Don't eat too much. You will be ill.
   If you eat too much you will be ill.
10. He began late. He finished first.
    He finished first though he began late.

11. I shall come. My being alone is a condition.
    I shall come if I am alone.
12. I must know all the facts. I cannot help you otherwise.
    Before I can help you, I must know all the facts.
13. He is superstitious. He is equally wicked.
    He is as superstitious as he is wicked.

Exercise 102. *Combine each set of Simple sentences into one Complex sentence containing a Noun clause :—*

1. He is wrong. I am sure of it.
2. You deceived him. That was his complaint. [time ?
3. The train will arrive at a certain time. Do you know the
4. Nelson's victory at Trafalgar in 1805 saved England from a French invasion. I have often told you this fact.
5. He will waste his time. That is certain.
6. Where have you put my hat ? Tell me.
7. He is short-tempered. I like him all the same.
8. Is it time for the train to start ? Ask the guard.
9. It is going to rain. I am sure of it.
10. Something may be worth doing. It is only worth doing well.
11. He is a sincere worker. No one can doubt this fact.
12. He said something. I did not hear it.
13. How did you find that out ? Tell me.
14. You have made a mistake. I think so.
15. Who wrote *Sakuntala* ? Can you tell me that ?
16. You stole the purse. Do you deny it ?
17. I am very sorry. I cannot adequately express my sorrow.
18. We have been deceived. That is the truth.
19. The German army was no longer to be considered as invincible. This was apparent to all the world.
20. He will succeed. We expect it.
21. What have you done? Tell me.
22. We wished to know. We were going somewhere.
23. We were nearing some waterfall. It was evident from the distant roar of water.
24. A certain number of the enemy escaped. We do not know this number.
25. The two friends quarrelled. I want to know the reason.
26. He is a great orator. This fact cannot be denied.
27. Columbus made an egg stand on its end. I will show you his method.
28. I have seen this man somewhere before. I cannot remember the place. [arrival.
29. He will arrive some time. I do not know the time of his
30. He distrusts his own sons. It is difficult to understand the reason.

Exercise 103. *Combine each set of Simple sentences into one Complex sentence containing an Adjective clause :—*

1. The theft was committed last night. The man has been caught.
2. The French and the Italian languages are different forms of the Latin language. This language was once spoken in almost every part of Europe.
3. The time was six o'clock. The accident happened then.
4. You are not keeping good health lately. Can you tell me the reason ?
5. He has many plans for earning money quickly. All of them have failed.
6. A lion was proud of his strength. He despised the weakness of the mouse.
7. The grapes hung over the garden wall. The fox saw the grapes.
8. That is the school. I was taught there.
9. You put it somewhere. Show me the place.
10. My travelling companion was an old gentleman. His name is Mr. Haq. I met him in Basra.

Exercise 104. *Combine each set of Simple sentences into one Complex sentence containing an Adverb clause:—*

1. The nurse must be very tired. She had no sleep last night.
2. A gentleman may call. Please ask him to wait.
3. He ran so quickly. He soon overtook me.
4. I will get ready. Do not go till then.
5. He spoke in a very low voice. Nobody could hear him.
6. I wound my watch this morning. It has stopped.
7. It was very stuffy last night. I could not sleep.
8. The monsoon may break this month. Otherwise the wells will run dry.
9. I may help you. I may not help you. You are sure to lose the game.
10. The fireman came out of the house. The roof collapsed that very moment.
11. Success attends hard work. Failure attends bad work.
12. You must hurry. You will miss the train otherwise.
13. The delegates arrived. The discussion was resumed.
14. He is very old. He enjoys good health.
15. No more funds are available. The work has been stopped.
16. He saw me coming. He immediately took to his heels.
17. I may be blunt. I am at least honest.
18. He was contradicted. He was annoyed.
19. He bled profusely. He died.

20. This may be true of some. It is not true of all.
21. He ran quickly. He soon overtook me.
22. I had left home. Your letter arrived afterwards.
23. He saw us. He disappeared immediately.
24. He will not go out in the rain. He is afraid of getting wet.
25. The bandits fought desperately. They could not bear the idea of being taken alive.
26. The sailors cast anchor. They did so to prevent the ship drifting on the rocks.
27. You make a good deal of noise. I cannot work.
28. We may sail to-morrow. It depends on the weather.
29. It is very simple. Even a child can understand it.
30. He was returning from school. He was caught in a shower.
31. Robinson Crusoe discovered the print of a foot on the sand. He was puzzled.
32. He finished the work. Just then the clock struck five.
33. He is being lionized. He still keeps a level head.
34. Why do you keep your eye on me like this? Have you turned detective?
35. We travelled together as far as Calcutta. We parted company there.
36. He is a rich man. No other man in our community is equally rich.
37. You may wish to do the work. You may not wish to do the work. You must still do it.
38. He was sick. He remained at home.
39. You have tears. Prepare to shed them now.
40. He may slay me. I will trust him.
41. He saw me. He ran away then.
42. He came to my house. I was out.
43. His father died. He has been very poor from that time.
44. He grew weaker and weaker. He died.
45. We take off our clothes. We go to bed.
46. He was hanged. He had committed murder.
47. All will respect you. Your being honest is a condition.
48. He is old. He cannot walk.
49. He won the race. He was the swiftest.
50. Life lasts a certain time. Let us be honest during that time.
51. The wolf is larger. The jackal is smaller.
52. Arjun is clever. His cleverness equals Rama's.

97. Carefully study the following sentences:—

1. He had read Milton. He had it in a prose translation. He had read it when he was fourteen. He told us this.

   He told us that he had read Milton, in a prose translation, when he was fourteen.

2. A bachelor may be surrounded with all sorts of luxuries. In spite of that he will always find his happiness incomplete. He must have a wife and children.
With whatever luxuries a bachelor may be surrounded, he will always find his happiness incomplete, unless he has a wife and children.

3. Pope professed to have learned his poetry from Dryden. Through his whole life he praised him with unvaried liberality. He did so whenever an opportunity was presented.
Pope professed to have learned his poetry from Dryden, whom, whenever an opportunity was presented, he praised through his whole life with unvaried liberality.

4. Milton did not educate his daughters in the languages. He said that one tongue was enough for a woman.
Milton said that he did not educate his daughters in the languages, because one tongue was enough for a woman.

5. I sank into the water. I felt confused. Nothing can describe that confusion.
Nothing can describe the confusion of thought which I felt when I sank into the water.

6. We had in this village an idiot boy. I well remember that boy. From a child he showed a strong propensity for bees. This was some twenty years ago.
We had in this village, some twenty years ago, an idiot boy, whom I well remember, who from a child showed a strong propensity for bees.

Exercise 105. *Combine each of the following sets of Simple sentences into one Complex sentence:—*

1. That is the man. He gave me a dog. It went mad.
2. Rama will not play in the match. The notion is foolish. He is the best player in the school. [for it.
3. I wrote the letter. It contained the truth. He praised me
4. Honesty is the best policy. Have you never heard it?
5. He came to see me. He wanted to tell me something. His father was dead. He had been ill for a long time.
6. The horse has killed a man. I wished to sell it to you. The man was trying to steal it. [headache.
7. He took the medicine. He then felt better. It cured his
8. He gave an order. He is obeyed. They fear to offend him.
9. The absence of the girl from her home was unusual. Inquiries were made. They led to no result.
10. Your conduct is very peculiar. I am unable to understand it. It has been described to me

11. He played exceedingly well in the match. His team won in consequence. The match was played yesterday.
12. He wrote a letter. He wrote it for a certain reason. He wrote it to his superior. He told me about this.
13. I visited his garden. In it there were some beautiful rose-trees. The trees were full of bloom. These were red and white in colour.
14. He forsook his dishonest ways. No one would give him work. His dishonest ways had brought him to the depths of poverty.
15. He is sure to receive his pay. It is due to him. Why then does he worry?
16. He has very bad health. He lives very carefully. It is inexplicable to the doctor. The doctor has attended him for years. He told me this.
17. His servants disliked him. They flattered him. He was very harsh to them.
18. I carefully sighted the rifle. I did not wish to miss. A miss might have cost me my life.
19. The speed of the boat was remarkable. It was going against the current. It was going against the wind. These facts should be kept in mind.
20. He stole a book. It had the owner's name written in it. I was told this. The name was well known to him.
21. They had marched the whole journey at top speed. They wished to surprise the enemy. The journey was very long.
22. My friend is going to Europe. He has got long leave. His brother is already there. He wishes to become a doctor.
23. Rama will not play against the Hindu School. It has a very strong team. He has declared this to be his intention. He does not wish to tire himself before the cup-match. It takes place on the next day.
24. The man talks most. That man does least. This very often happens.
25. A man did this. He must have been very strong. There is no doubt of it. Our father says so.
26. He paid a sum of money for the information. He paid it to a certain person. He paid it for some reason. I should like to know the sum, the person and the reason. I could then prosecute him.
27. They had the treasure in some place. The treasure was very valuable. The place was never discovered. They feared pursuit and capture. They hid it in a jungle.
28. He endeavoured to hide the traces of the crime. He had committed it. The reason is not difficult to see.
29. He had not learned to read and write. He was very ignorant. He could not even talk fluently. Such a man should not pretend to be a doctor.

30. The boy had many accomplishments. The father fully described a large number of these to the teacher. He wished to get him admitted to the school.

31. The jackal was pursued by the dogs. It was very hungry. They were well fed. It was caught.

32. He waited longer. He got more angry. He had ordered them to be punctual.

33. You may like it. You may not like it. In either case I shall send you there. It is my duty to do so.

34. Your father succeeded well. Would you like to succeed equally well? He worked hard. You must work equally hard.

35. You have failed. I am sorry to hear it. You deserved to pass. I think it.

36. You will be allowed to enter for the examination. Your working hard is a condition. The orders are to that effect. They were issued by the Principal.

37. Rama is more clever. Krishna is less clever. I think it. I judge by the results of the examination.

38. There is a will. There is a way too. This is generally true.

39. I heard the news. I went to the hospital. I wished to discover the extent of his injuries. The hospital is not far from my house.

40. You may please him. You may displease him. He will promote you sooner or later accordingly. This is only right.

41. You sow in a certain way. You will reap in the same way. The proverb says this.

42. You may look everywhere. There you will see signs of industry. These signs speak well for the prosperity of the people.

43. I have done much sword-play. The sight of a sword gives pleasure to a man like me. This is undeniable.

44. They played the game very skilfully. No one could have played it more skilfully. They had been thoroughly well trained.

45. He is an idle and careless boy. The other boys in the school are not equally idle and careless. The report was to this effect. His father received the report. He was very grieved to receive it.

Exercise 106. *Combine each of the following groups of sentences into one Compound or one Complex sentence in any way you like :—*

1. I offered him help. He needed help. He persisted in refusing help. I left him to his fate.

2. A famished traveller was toiling over the desert. He found a bag. He was highly delighted. He opened the bag. He found nothing but pearls.

3. Francis read the paper in Council. A violent altercation followed. Hastings complained of the treatment meted out to him.

4. The English nation honours the name of Wellington. He won the battle of Waterloo. He won many other great battles in the service of his country.

5. Once an oarsman was rowing by himself. He did not look behind him. He met another boat. He crashed into it. He was upset.

6. A dog was running away with a piece of meat. He passed some deep still water. He saw there the reflected image of the meat. He dropped the meat into the deep water. He snatched in vain at the shadow.

7. A fox saw a crow sitting on a tree with a piece of cheese in his mouth. The fox praised the crow's singing. The crow was pleased by the flattery. The crow began to sing. The crow dropped the cheese.

8. A lion was proud of his strength. He despised the weakness of the mouse. He was caught in a net. He could not escape from the net. He was set free by the exertions of the mouse.

9. John signed. John was King of England. He signed a document called the Magna Carta. He was afraid of his barons. He did not care about liberty. He signed the document at Runnymede. Runnymede is on the Thames. It is not far from Windsor.

10. The train ran down the incline. The train attained great speed. The train turned a sharp curve at the bottom. The train oscillated under the influence of the brakes. The train threw all the passengers into a panic.

11. A half-starved mouse managed to creep into a basket of corn. The mouse rejoiced in his good fortune. The mouse fed greedily on the corn. The mouse tried to get out of the basket. His body was now too big to pass through the hole.

12. The Amir of Afghanistan has written a most interesting book. In it he tells the story of his life. Part of his life was spent in banishment from his own country. In that country he is now absolute master.

13. A band of ruffians entered a village. The ruffians were well armed. They entered the village at night. Some of the ruffians were escaped convicts. The ruffians stole the cattle of the villagers. The villagers were asleep.

14. Suez Canal is not likely to be obstructed or closed. Treaties have been signed between the principal nations of Europe. These provide against the occurrence of war. Even in times of war all vessels shall be permitted to pass unhindered.

15. Mungo Park explored the interior regions of Africa. He was employed by the African association. The undertaking was hazardous. He suffered many distresses. Those distresses were often alleviated by the compassion of the negroes.

16. A lion was drinking in a clear pool. His stately mane was reflected by the pool. The lion saw the reflection. He greatly admired his mane. He was afterwards pursued by hunters with their guns. He was pursued through a thick wood. He then found his mane useless and of no avail.

17. The King ordered me to go to a distant village. It was not possible to disobey. I set off for the village. There I was mortified to find no one willing to admit me into his house. I was regarded with astonishment and fear. I was obliged to sit the whole day without victuals. A tree protected me against the heat and the sun.

18. The night was very threatening. The wind rose. There were heavy rain clouds. The wild beasts were numerous thereabout. To escape them it would have been necessary to climb a tree and sit among the branches.

19. The sun set. I was preparing to pass the night in a tree. A negro woman stopped to observe me. She was returning from the labour of the field. She perceived my weariness and dejection. She inquired into my situation. I briefly explained it to her. With a look of compassion she told me to follow her.

20. She conducted me to her hut. She told me to remain there for the night. Then she found me hungry. She procured from outside a fine fish. She caused it to be half boiled upon some embers. She then gave it to me for supper.

21. He had made war on Saxony. He had set the Roman crown upon his own head. He had become famous throughout the whole world. But his fame had not prevented his hair from becoming grey.

22. Augustus probably died a natural death. He was in his seventy-eighth year. He had been reduced to despondency by the disaster in Germany. He was travelling at an unhealthy time of the year. He had exposed himself imprudently to the night air. And all the other particulars are quite opposed to the poison theory.

23. This is not the least part of our happiness. We enjoy the remotest products of the north and south. At the same time we are free from extremities of the weather. Our eyes are refreshed with the green fields of Britain. At the same time our palates are refreshed with tropical fruits.

24. He was a man of haughty and vehement temper. He was treated very ungraciously by the court. He was supported very enthusiastically by the people. He would eagerly take the first opportunity of showing his power and gratifying his resentment. This might be expected.

25. Bonaparte was born a Corsican. He distinguished himself at school. He joined the republican army. He started as a corporal. His bravery was remarkable. His mental powers were great. He became the head of the army of Italy. He conquered Egypt. He set aside the republic. He was proclaimed Emperor.

26. He is now gone to his final reward. He was full of years and honours. These honours were especially dear to his heart for the following reasons. They were gratefully bestowed by his pupils. They bound him to the interests of that school. He had been educated in that school. His whole life had been dedicated to its service.

CHAPTER XV.

THE SEQUENCE OF TENSES.

98. The **Sequence of Tenses** is the principle in accordance with which the Tense of the verb in a subordinate clause *follows* the Tense of the verb in the principal clause. (*Sequence* is connected with the Latin verb *sequor*, follow.)

The Sequence of Tenses applies chiefly to Adverb Clauses of Purpose and Noun Clauses.

99. A Past Tense in the principal clause is followed by a Past Tense in the subordinate clause; as,

He *hinted* that he *wanted* money.
She *replied* that she *felt* better.
I *found* out that he *was* guilty.
He *saw* that the clock *had stopped*.
He *replied* that he *would* come.
I never *thought* that I *should* see him again.
I *took* care that he *should* not hear me.
They *climbed* higher that they *might* get a better view.
I *worked* hard that I *might* succeed.

There are, however, two exceptions to this rule:—

(i) A Past Tense in the principal clause *may* be followed by a Present Tense in the subordinate clause when the subordinate clause expresses a universal truth; as,

Newton *discovered* that the force of gravitation *makes* apples fall.
Galileo *maintained* that the earth *moves* round the sun.
Euclid *proved* that the three angles of a triangle *are* equal to two right angles.
He *said* that honesty *is* always the best policy.

(ii) When the subordinate clause is introduced by *than*, even if there is a Past Tense in the principal clause it may be followed by *any* Tense required by the sense in the subordinate clause ; as,

He *liked* you better than he *likes* me.
He *helped* him more than he *helps* his own children.
I then *saw* him oftener than I *see* him now.
He *valued* his friendship more than he *values* mine.

100. A Present or Future Tense in the principal clause may be followed by *any* Tense required by the sense ; as,

He *thinks* that she *is* there.
He *thinks* that she *was* there.
He *thinks* that she *will be* there.

He *will think* that she *is* there.
He *will think* that she *was* there.
He *will think* that she *will be* there.

But in sentences where the subordinate clause denotes *purpose*, if the verb in the principal clause is Present or Future, the verb in the subordinate clause must be Present ; as,

I *eat* that I *may* live.
I *shall nurse* him that he *may* live.

Exercise 107. *Insert the correct tense of the verb in the following* :—

1. I waited for my friend until he ——. (To come.)
2. So long as the rain ——, I stayed at home. (To continue.)
3. I did not know it until you ——. (To speak.)
4. He speaks as one who ——. (To know.)
5. He ran as quickly as he ——. (Can or could ?)
6. He went where he —— find work. (Can or could ?)
7. Wherever there is coal you —— find iron. (Will or would ?)
8. He behaves as one —— expect him to do. (May or might ?)
9. He ran away because he —— afraid. (To be.)
10. He fled where his pursuers —— not follow. (Can or could ?)
11. As he —— not there, I spoke to his brother. (To be.)
12. The notice was published in order that all —— know the facts. (May or might ?)
13. He was so tired that he —— scarcely stand. (Can or could ?)
14. You make such a noise that I —— not work. (Can or could ?)

15. He finished first though he —— late. (To begin.)
16. His health has improved since he —— India. (To leave.)
17. As soon as he —— the news he wrote to me. (To hear.)
18. After the shower —— over, the sun shone out again. (To be.)
19. Whenever we —— we talk of old times. (To meet.)
20. Answer the first question before you —— further. (To proceed.)
21. Just as he —— the room the clock struck. (To enter.)
22. Now that we —— safe we stopped to take breath. (To feel.)
23. Wherever he —— the people gathered to listen. (To preach.)
24. He speaks as though he —— very angry. (To be.)
25. He ran because he —— in a hurry. (To be.)
26. I do it because I —— to. (To choose.)
27. He cannot see unless he —— glasses. (To wear.)
28. He advanced as far as he ——. (To dare.)
29. He lost more than he —— afford. (Can or could ?)
30. He eats as much as he ——. (Can or could ?)
31. He rode as swiftly as he ——. (Can or could ?)
32. He locked the papers up that they —— be safe. (May or might ?)
33. He walks as though he —— slightly lame. (To be.)
34. He stayed at home because he —— feeling ill. (To be)
35. I forgive you since you ——. (To repent.) [might ?)
36. He labours hard that he —— become rich. (May or
37. We shall wait here until you ——. (To come.)
38. He rested his horse for it ——. (To limp.)
39. You may sit wherever you ——. (To like.) [might ?)
40. He went to Calcutta that he —— find work. (May or
41. I would die before I ——. (To lie.) [could ?)
42. They come to see us as often as they ——. (Can or
43. I studied hard in order that I —— succeed. (May or might ?)
44. He —— so hard that he is certain to succeed. (To work.)
45. She told me that she —— come. (Will or would ?)
46. He would succeed if he ——. (To try.)
47. I asked him what I —— do. (Can or could ?)
48. He came oftener than we ——. (To expect.)
49. I would not attempt it if you —— me. (To ask.)
50. He walked so fast that I —— not overtake him. (Can or could ?)

Exercise 108. *Fill in the blanks with an appropriate auxiliary. (Remember to observe the sequence of tenses.)*

1. He died that he —— save the flag. [known
2. They erected signposts in order that the road —— be
3. We eat that we —— live.
4. Even if he paid me to do so, I —— not live in his house.
5. You —— only go if you have permission.
6. On the understanding that you return soon, you —— go out.
7. A bridge was built in order that the dangerous ferry —— be avoided.
8. He begs from door to door that he —— keep body and soul together.
9. He was so tired that he —— scarcely stand.
10. He went to England in order that he —— become a barrister.
11. You make such a noise that I —— not work.
12. He asked again whether supper —— be ready soon.
13. In order that he —— learn the language quickly, he engaged a teacher.
14. He said that he —— do it.
15. The thieves stole whatever they —— find in the house.
16. He begged that we —— pardon him.
17. I wished that I —— come earlier.
18. He said that he —— try again.
19. He worked hard that he —— win the prize.
20. We ran that we —— arrive in time.
21. He said that he —— give an early reply.

Exercise 109. *Supply Verbs in correct concord in the following complex sentences :—*

1. They sold the house because it —— old.
2. He solemnly assured them that they —— quite mistaken.
3. I came home when it —— to rain.
4. The soldiers advanced when the bugle ——.
5. I asked him what his name ——.
6. He had a cow that —— enormous quantities of milk.
7. When the sun set he —— home.
8. He told them that they —— wrong.
9. I heard that there —— a disturbance in the city.
10. Could you doubt that there —— a God ?

CHAPTER XVI.

DIRECT AND INDIRECT SPEECH.

101. We may report the words of a speaker in two ways :—

(i) We may quote his *actual words*. This is called **Direct Speech.**

(ii) We may report what he said without quoting his exact words. This is called **Indirect** (or **Reported) Speech.**

Direct. Rama said, "I am very busy now."
Indirect. Rama said that he was very busy then.

It will be noticed that in Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not.

It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made. Thus:

(i) We have used the conjunction *that* before the Indirect statement.

(ii) The pronoun *I* is changed to *he*. (The Pronoun is changed in Person.)

(iii) The verb *am* is changed to *was*. (Present Tense is changed to Past.)

(iv) The adverb *now* is changed to *then*.

Rules for changing Direct Speech into Indirect.

102. When the reporting or principal verb is Third Person and in the Past Tense, the following rules are observed in changing Direct Speech into Indirect.

103. All Present tenses of the Direct are changed into the corresponding Past tenses. Thus:—

(*a*) *A simple present* becomes a *simple past.*

Direct. He said, "I *am* unwell."
Indirect. He said that he *was* unwell.

(*b*) A *present imperfect* becomes a *past imperfect.*

Direct. He said, "My master *is writing* letters."
Indirect. He said that his master *was writing* letters.

(*c*) *A present perfect* becomes a *past perfect.*

Direct. He said, "I *have passed* the examination."
Indirect. He said that he *had passed* the examination.

Note.—The *shall* of the Future Tense is changed into *should.*

The *will* of the Future Tense is changed into *would* or *should.*

The Past Tense remains unchanged.

Direct. He said, "I *lived* many years in China."
Indirect. He said that he *lived* many years in China.

Sometimes the *simple past* in the Direct becomes the *past perfect* in the Indirect.

Direct. He said, "The horse *died* in the night."
Indirect. He said that the horse *had died* in the night.

104. Pronouns and Possessive Adjectives, of the First and Second Persons, are changed to the Third Person.

Direct. He said, "*I* am unwell."
Indirect. He said that *he* was unwell.

Direct. The gentleman said to the beggar, "*I* know *you*."
Indirect. The gentleman told the beggar that *he* knew *him*.

Direct. The man said to the girl, "*I* know *you* and *your* father."
Indirect. The man told the girl that *he* knew *her* and *her* father.

Note, however, that if the person addressed reports the speech, second persons are changed to first.

Direct. He said to me, "*You* are getting indolent."
Indirect. He told me that *I* was getting indolent.

105. Words expressing *nearness* are generally changed into words expressing *distance*. Thus:—

now	becomes	*then*	*thus*	becomes	*so*
this	"	*that*	*to-day*	"	*that day*
these	"	*those*	*to-morrow*	"	*the next day*
here	"	*there*	*yesterday*	"	*the day before*
ago	"	*before*	*last night*	"	*the night before*

Direct. He said, "I am glad to be *here this* evening."
Indirect. He said that he was glad to be *there that* evening.

Questions.

106. In reporting questions the Indirect Speech is introduced by some such verbs as *asked*, *inquired*, etc.

When the question is not introduced by an interrogative word, the reporting verb is followed by *whether* or *if*.

Direct. He said to me, "What are you doing?"
Indirect. He asked me what I was doing.

Direct. "Where do you live?" asked the stranger of Alice.
Indirect. The stranger enquired of Alice where she lived.

Direct. The policeman said to the man, "Where are you going?"
Indirect. The policeman enquired of the man where he was going.

Direct. He said, "Will you listen to such a man?"
Indirect. He asked them whether they would listen to such a man.
[Or] Would they, he asked, listen to such a man?

Direct. "Do you suppose you know better than your own father?" jeered his angry mother.
Indirect. His angry mother jeered and asked whether he supposed that he knew better than his own father.

COMMANDS AND REQUESTS.

107. In reporting commands and requests, the Indirect Speech is introduced by some verb expressing *command* or *request*, and the Imperative mood is changed into the Infinitive.

Direct. Rama said to Arjun, "Go away."
Indirect. Rama ordered Arjun to go away.

Direct. He said to him, "Please wait here till I return."
Indirect. He requested him to wait there till he returned

Direct. "Call the first witness," said the King.
Indirect. The King commanded them to call the first witness.

Direct. He shouted, "Let me go."
Indirect. He shouted to them to let him go.

Direct. He said, "Be quiet and listen to my words."
Indirect. He urged them to be quiet and listen to his words.

EXCLAMATIONS AND WISHES.

108. In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing *exclamation* or *wish*.

Direct. He said, "Alas! I am undone."
Indirect. He exclaimed sadly that he was undone.

Direct. Alice said, "How clever I am!"
Indirect. Alice said that she was very clever.

Direct. He said, "Bravo! You have done well."
Indirect. He applauded him, saying that he had done well.

Direct. "So help me Heaven!" he cried, "I will never steal again."
Indirect. He called upon Heaven to witness his resolve never to steal again.

Exercise 110. *Report the following in* INDIRECT SPEECH:—

1. He said to me, "I have often told you not to play with fire."
2. "You have all done it very badly," remarked the teacher.
3. They wrote, "It is time we thought about settling this matter."
4. The teacher promised, "If you will come before school to-morrow, I will explain it."
5. She wrote, "I am waiting and watching and longing for my son's return."
6. The examiner's orders were, "No one is to bring books into the room nor ask me questions about what I have told you to do."
7. The dwarf said to her, "Promise me that when you are Queen you will give me your first-born child."
8. "That is my horse," said he, "and if I do not prove it in a few minutes I will give up my claim."
9. "I will avenge your wrongs," he cried. "I will not enter Athens until I have punished the king who had so cruelly treated you."
10. He wrote and said, "I am unable to come just now because I am ill, but I will certainly start as soon as I am well enough to do so."
11. One day he sent for Cassim and said to him, "You are now old enough to earn your living, so you must set off, and make your own way in the world."

Exercise 111. *Report the following in* INDIRECT SPEECH:—

1. "What do you want?" he said to her.
2. He said, "How's your father?"
3. "Are you coming home with me?" he asked.
4. He enquired, "When do you intend to pay me?"
5. He said to us, "Why are you all sitting about there doing nothing?"
6. "Do you really come from China?" said the prince.
7. The poor man exclaimed, "Will none of you help me?"
8. "Which way did she go?" asked the young Rakshas.
9. Aladdin said to the magician, "What have I done to deserve so severe a blow?"
10. "Don't you know the way home?" asked I.
11. "Do you write a good hand?" said the Baronet.
12. "Have you anything to say in behalf of the prisoner?" said the Judge, finally.
13. "Which is the proper way to answer this question, father?" the boy enquired.

14. "Have you anything to tell me, little bird?" asked Ulysses.
15. The young sparrow said, "Mother, what is that queer object?"
16. Then aloud he said, "Tell me, boy, is the miller within?"
17. "Who are you, sir, and what do you want?" they cried.
18. "Dear bird," she said, stroking its feathers, "have you come to comfort me in my sorrow?"
19. The Rajah was deeply grieved, and said to his wife, "What can I do for you?"
20. When the sun got low, the king's son said, "Jack, since we have no money, where can we lodge this night?"
21. She said to him, "What is it that makes you so much stronger and braver than any other man?"
22. When the Brahmin approached, the first thief said, "Why do you carry a dog on your back? Are you not ashamed?"

Exercise 112. *Report the following in* INDIRECT SPEECH:—

1. "Bring me a drink of milk," said the swami to the villagers.
2. "Sit down, boys," said the teacher.
3. "Halt!" shouted the officer to his men.
4. "Take off your hat," the king said to the Hatter.
5. The teacher said to him, "Do not read so fast."
6. He said to me, "Wait until I come."
7. "Hurry up," he said to his servant, "do not waste time."
8. "Run away, children," said their mother.
9. He said, "Daughter, take my golden jug, and fetch me some water from the well."
10. "Go down to the bazaar. Bring me some oil and a lump of ice," ordered his master.

Exercise 113. *Report the following in* INDIRECT SPEECH:—

1. "What a rare article milk is, to be sure, in London!" said Mr. Squeers with a sigh.
2. "What a stupid fellow you are!" he angrily remarked.
3. He said, "My God! I am ruined."
4. He said, "Alas! our foes are too strong."
5. He said, "What a lazy boy you are! How badly you have done your work."
6. "Saint George strike for us!" exclaimed the Knight.
7. He said, "Oh! that's a nuisance."
8. He said, "How cruel of him!"
9. He said, "What a pity you did not come!"
10. "Ah me!" exclaimed the Queen. "What a rash and bloody deed you have done!"

Conversion of Indirect into Direct.

109. The conversion of Indirect into Direct generally presents no special difficulties, as the following examples will show:—

Indirect. He inquired whether his name was not Ahmed.
Direct. He said to him, "Is not your name Ahmed?"

Indirect. As the stranger entered the town he was met by a policeman who asked him if he was a traveller. He replied carelessly that it would appear so.
Direct. As the stranger entered the town he was met by a policeman, who asked, "Are you a traveller?" "So it would appear," he answered carelessly.

Indirect. She asked how she, a girl, who could not ride or use sword or lance, could be of any help? Rather would she stay at home and spin beside her dear mother.
Direct. She said, "How can I, a girl, who cannot ride or use sword or lance, be of any help? Rather would I stay at home and spin beside my dear mother."

Exercise 114. *Report the following in* DIRECT SPEECH:—

1. He asked Rama to go with him.
2. Rama replied that he could not do so.
3. He asked his father when the next letter would come.
4. His father replied that there might not be another that year.
5. Rama asked me what had become of Hari.
6. I told him that I had not seen him for months.
7. The master requested that they would attend carefully to what he was saying.
8. I wrote that I would visit him next day.
9. He observed that he had never liked doing that.
10. I told them to be quiet.
11. He asked me if I had anything to say.
12. Rama asked Hari if he would change places with him.
13. He said that he was tired, and that he wished to go to bed.
14. An old mouse asked who would bell the cat.
15. John said that he wanted to be a soldier.
16. He asked me where I was going.
17. He asked me what I wanted.
18. Abdul said that he had seen that picture.
19. The boy said that he would go with us.
20. He said that the earth moves round the sun.
21. The stranger asked Alice where she lived.
22. I asked Mary if she would lend me a pencil.

23. He told us that he had waited an hour.
24. The lady inquired if he was now quite well again.
25. He said that he had come to see them.
26. He said that though he had come, it was against his will.
27. The speaker said that it gave him great pleasure to be there that evening.
28. He asked them whether they would listen to such a man.
29. He asked me if I would accompany him.
30. He ordered him to leave the room and forbade him to return.
31. The mother asked her boy where he had been all the afternoon.
32. Hari asked Rama if he had read the letter.
33. The King asked the philosopher whom he considered the happiest man living.
34. The magistrate asked the prisoner what he was doing with his hand in the gentleman's pocket.
35. The fox cried out to the goat that a thought had just come into his head.
36. He advised his sons not to quarrel amongst themselves when he was dead but to remain united.
37. The lion told the fox that he was very weak, that his teeth had fallen out, and that he had no appetite.
38. He replied that he had promised to reward his soldiers, and that he had kept his word.

110. Study the following examples, and in each case carefully note the changes made while turning from Direct into Indirect Speech:—

Direct. The Prince said, "It gives me great pleasure to be here this evening."
Indirect. The Prince said that it gave him great pleasure to be there that evening.

Direct. He said, "I shall go as soon as it is possible."
Indirect. He said that he would go as soon as it was possible

Direct. He said, "I do not wish to see any of you; go away."
Indirect. He said that he did not wish to see any of them and ordered them to go away.

Direct. My teacher often says to me, "If you don't work hard, you will fail."
Indirect. My teacher often says to me that if I don't work hard I shall fail.

Direct. He said, "We are all sinners."
Indirect. He said that we are all sinners.

Direct. The lecturer said, "Akbar won the respect of all races and classes by his justice."
Indirect. The lecturer said that Akbar won the respect of all races and classes by his justice.

Direct. He said, "Let us wait for the award."
Indirect. He proposed that they should wait for the award.

Direct. "Saint George strike for us!" exclaimed the Knight, "do the false yeomen give way?"
Indirect. The Knight prayed that Saint George might strike for them and asked whether the false yeomen gave way.

Direct. "Curse it!" exclaimed the driver. "Who could have foreseen such ill-luck? But for the accident we should have caught the train easily."
Indirect. The driver exclaimed with an oath that nobody could have foreseen such ill-luck. But for the accident they would have caught the train easily.

Direct. The general, addressing his mutinous troops, said, "You have brought disgrace upon a famous regiment. If you had grievances why did you not lay them before your own officers? Now you must first suffer punishment for your offence before your complaints can be heard."
Indirect. The general told his mutinous troops that they had brought disgrace upon a famous regiment. If they had grievances, why had they not laid them before their own officers? Now they must suffer punishment for their offence before their complaints could be heard.

Direct. The traveller said, "Can you tell me the way to the nearest inn?" "Yes," said the peasant; "do you want one in which you can spend the night?" "No," replied the traveller; "I only want a meal."
Indirect. The traveller enquired of the peasant if he could tell him the way to the nearest inn. The peasant replied that he could, and asked whether the traveller wanted one in which he could spend the night. The traveller answered that he did not wish to stay there, but only wanted a meal.

REMARK.—It will be noticed that we have avoided the ugly phrases "replied in the affirmative" and "replied in the negative."

Exercise 115. *Report the following in* INDIRECT SPEECH:—

1. "Cheer up, mother, I'll go and get work somewhere," said Jack.
2. But the sea-god cried, "Do not be afraid, noble prince, I have taken pity on you and will help you."

3. "No," said the child; "I won't kneel, for if I do, I shall spoil my new breeches."

4. "What a horse are they losing for want of skill and spirit to manage him!" exclaimed Alexander.

5. Telemachus replied, "How can I drive away the mother, who bore me and nourished me?"

6. "Call no man happy," was the reply of the philosopher, "until he has ended his life in a fitting manner."

7. Then said the wolf to the fox, "Now either yield thyself as vanquished, or else certainly I will kill thee."

8. "I believe," said he, "that we are in this country among a people whom we like and who like us."

9. He said, "Take that bird away. Its gilded cage reminds me of my father whom I imprisoned."

10. "I have just one word to say to you," said the dealer. "Either make your purchase, or walk out of my shop."

11. "My hour is come," thought he. "Let me meet death like a man."

12. "Be not cast down," said Mentor, "remember whose son thou art, and all shall be well with thee."

13. Bhishma said: "Boys! boys! remember you play a game. If it be Arjuna's turn let him have it."

14. "Friends," said the old man, "sit down and rest yourselves here on this bench. My good wife Baucis has gone to see what you can have for supper."

15. "Ah! you don't know what these beans are," said the man; "if you plant them over-night, by morning they grow right up to the sky."

16. "How clever I am!" he said, "All my life I have been talking prose without knowing it."

17. "I am old and lonely," said she. "Hast thou no pity on my loneliness? Stay with me, my best son, for thou art yet more boy than man."

18. "I do not practise," Goldsmith once said; "I make it a rule to prescribe only for my friends." "Pray, dear doctor," said Beauclerk, "alter your rule, and prescribe only for your enemies."

19. He said: "Who are you to speak to me like this? I am the master. Why should I help you? It is your work, not mine, to draw the cart."

20. "I cannot hope to see these trees which I am planting come in perfection," said the duke, "but it is right for me to plant for the benefit of my successors."

21. "Are you angry, my friends," said the king, "because you have lost your leader? I am your king; I will be your leader."

22. Said an old Crab to a young one, "Why do you walk so crooked, child? Walk straight!" "Mother," said the young Crab, "show me the way, will you?"

23. "Who are you?" said the Deer. The Jackal replied: "I am Kshudrabuddhi the Jackal. I live in this forest all by myself; I have neither friend nor relation."

24. One summer some elephants were very much distressed by the heat, and said to their leader: "We are absolutely perishing for want of water. The smaller animals have bathing-places, but we have none. What are we to do? Where are we to go?"

25. When the king saw him coming he said, "Pray who are you, and what do you want?" The Rabbit said, "I am an ambassador from his majesty Chandra — the Moon." The Elephant King replied, "Declare your errand."

26. A young Rajah once said to his Vizier, "How is it that I am so often ill? I take great care of myself; I never go out in the rain; I wear warm clothes; I eat good food. Yet I am always catching cold, or getting fever."

27. "My sons," said he, "a great treasure lies hidden in the estate I am about to leave you." "Where is it hid?" said the sons. "I am about to tell you," said the old man; "but you must dig for it."

28. "How very well you speak French!" Lady Grizzel said. "I ought to know it," Becky modestly said. "I taught it in a school, and my mother was a Frenchwoman."

29. "What are you going to do with the tinder-box?" asked the soldier. "That's no business of yours," said the witch; "you've got your money; give me my tinder-box!"

30. "My name is Noman," said Ulysses, "my kindred and friends in my own country call me Noman." "Then," said the Cyclops, "this is the kindness I will show thee, Noman; I will eat thee last of all thy friends."

31. "I am a dead man, Hardy," said Nelson; "I am going fast; it will be all over with me soon. Come nearer to me. Let my dear Lady Hamilton have my hair, and all other things belonging to me."

32. He said to the shoemaker: "You are a big blockhead; you have done the reverse of what I desired you. I told you to make one of the shoes larger than the other, and, instead of that, you have made one of them smaller than the other."

33. "I can extend no other mercy to you," said the Raja, "except permitting you to choose what kind of death you wish to die. Decide immediately, for the sentence must be carried out." "I admire your kindness, noble Prince," said the jester; "I choose to die of old age."

34. Her mother said: "You must go straight to your grandmother's cottage and not loiter on the way. There is a wolf in the wood through which you are going; but if you keep to the road he won't do you any harm. Now, will you be a good girl and do as I tell you?"

35. Next morning at breakfast his wife said to him, "George, I think I can tell what is amiss with our clock." "Well, what is it?" he sharply asked. "It wants winding up," said his partner.

36. A fawn one day said to her mother, "Mother, you are bigger than a dog, and swifter and better minded, and you have horns to defend yourself; how is it that you are so afraid of the hounds?" She smiled and said, "All this, my child, I know fully well; but no sooner do I hear a dog bark, than, somehow or other, my heels take me off as fast as they can carry me."

37. Said a young mole to her mother, "Mother, I can see." So her mother put a lump of frankincense before her, and asked her what it was. "A stone," said the young one. "O, my child!" said the mother, "not only do you not see, but you cannot even smell."

38. "What are you doing, good old woman?" said the princess. "I'm spinning, my pretty child." "Ah, how charming! Let me try if I can spin also."

39. "You say," said the judge, "that the bag you lost contained one hundred and ten pounds." "Yes, your honour," replied the miser. "Then as this one contains one hundred pounds it cannot be yours."

40. He answered slowly, "Alas! my dear son, why do you ask the one thing I cannot grant you? Your hands are too weak to rein those fiery beasts; you do not know the path. Come, ask something else, anything but that."

41. The speaker said, "I entirely object to the proposal. I object to it as founded on a wrong principle, and I object to it as highly inconvenient at this time. Have you considered all that this proposal involves? Gentlemen, I entreat you to be cautious."

42. Kausalya said to Rama, "Do not desire, O my child, to possess the moon, because it is thousands of miles off, and it is not a plaything for children and no child ever got it. If you wish I will bring some jewels that are brighter than the moon, and you can play with them."

43. The hen bird was just about to lay, and she said to her mate: "Cannot you find me some place convenient for laying my eggs?" "And is not this," he replied, "a very good place for the purpose?" "No," she answered, "for it is continually overflowed by the tide." "Am I, then, become so feeble," he

exclaimed, "that the eggs laid in my house are to be carried away by the sea?" The hen bird laughed and said, "There is some considerable difference between you and the sea."

44. A cat hearing that a hen was laid up sick in her nest, paid her a visit of condolence, and creeping up to her, said: "How are you, my dear friend? What can I do for you? What are you in want of? Only tell me. Is there anything in the world that I can bring you? Keep up your spirits, and do not be alarmed." "Thank you," said the hen. "Do you be good enough to leave me, and I have no fear but I shall soon be well."

45. "Sweet child," he answered, "do not fret, for I can make you happier here than ever you could have been on the earth; I will give you beautiful things to play with, which a queen would envy. Rubies and diamonds shall be your toys, and your plates shall be of solid gold. All the beautiful things you see, belong to me, for I am king of this rich underworld." But she only replied, "I was happy playing with the pebbles on the seashore, and I care only for the sparkle of the little waves on the shining sand. Here there are no flowers, no sun," and she wept anew.

PART II

CORRECT USAGE

CHAPTER XVII.

AGREEMENT OF THE VERB WITH THE SUBJECT.

111. A Verb must agree with its Subject in Number and Person.

Often, by what is called the "Error of Proximity," the verb is made to agree in number with a noun near it instead of with its proper subject. This should be avoided as shown in the following examples:—

The quality of the mangoes *was* not good.

The introduction of tea and coffee and such other beverages *has* not been without some effect.

His knowledge of Indian vernaculars *is* far beyond the common.

The state of his affairs *was* such as to cause anxiety to his creditors.

If it were possible to get near when one of the volcanic eruptions *takes* place, we should see a grand sight.

The results of the recognition of this fact *are* seen in the gradual improvement of the diet of the poor.

112. Two or more singular nouns or pronouns joined by *and* require a plural verb; as,

Gold and silver *are* precious metals.

Fire and water *do* not agree.

Knowledge and Wisdom *have* oft-times no connection.

Are your father and mother at home?

In him *were* centred their love and their ambition.

He and I *were* playing.

But if the nouns suggest *one idea* to the mind, or refer to the *same* person or thing, the verb is singular; as,

Time and tide *waits* for no man.
The horse and carriage *is* at the door.
Bread and butter *is* his only food.
Honour and glory *is* his reward.
The rise and fall of the tide *is* due to lunar influence.
My friend and benefactor *has* come.
The novelist and poet *is* dead.

113. Words joined to a singular subject by *with*, *as well as*, etc., are parenthetical. The verb should therefore be put in the singular; as,

The house, with its contents, *was* insured.
The King, with his ministers, *is* to be present.
The ship, with its crew, *was* lost.
Silver, as well as cotton, *has* fallen in price.
Sanskrit, as well as Arabic, *was* taught there.
Justice, as well as mercy, *allows* it.
The guidance, as well as the love of a mother, *was* wanting.

114. Two or more singular subjects connected by *or* or *nor* require a singular verb; as,

No nook or corner *was* left unexplored.
Our happiness or our sorrow *is* largely due to our own actions.
Either the cat or the dog *has* been here.
Neither food nor water *was* to be found there.
Neither praise nor blame *seems* to affect him.

But when one of the subjects joined by *or* or *nor* is plural, the verb must be plural, and the plural subject should be placed nearest the verb; as,

Neither the King nor his ministers *desire* war.

115. When the subjects joined by *or* or *nor* are of different persons, the verb agrees with the nearer; as,

Either he or I *am* mistaken.
Either you or he *is* mistaken.
Neither you nor he *is* to blame.
Neither my friend nor I *am* to blame.

But it is better to avoid these constructions, and to write:—

He is mistaken, or else I am.
You are mistaken, or else he is.

He is not to blame, nor are you.
My friend is not to blame, nor am I.

116. *Either, neither, each, every one, many a,* must be followed by a singular verb ; as,

He asked me whether *either* of the applicants *was* suitable.
Neither of the two men *was* very strong.
Each of these substances *is* found in India.
Every one of the prisons *is* full.
Every one of the boys *loves* to ride.
Many a man *has* done so.
Many a man *does* not know his own good deeds.
Many a man *has* succumbed to this temptation.

117. Two nouns qualified by *each* or *every*, even though connected by *and*, require a singular verb ; as,

Every boy and every girl *was* given a packet of sweets.

118. Some nouns which are plural in form, but singular in meaning, take a singular verb ; as,

The *news is* true.
Politics was with him the business of his life.
The *wages* of sin *is* death.
Mathematics is a branch of study in every school.

119. *Pains* and *means* take either the singular or the plural verb, but the construction must be consistent ; as,

Great pains *have* been taken.
Much pains *has* been taken.
All possible means *have* been tried.
The means employed by you *is* sufficient.

In the sense of *income*, the word *means* always takes a plural verb ; as,

My means *were* much reduced owing to that heavy loss.
His means *are* ample.

120. Some nouns which are singular in form, but plural in meaning, take a plural verb ; as,

According to the present market rate twelve *dozen cost* one hundred rupees.

121. *None*, though properly singular, commonly takes a plural verb (see § 136); as,

None *are* so deaf as those who will not hear.

Cows are amongst the gentlest of breathing creatures; none *show* more passionate tenderness to their young.

122. A Collective noun takes a singular verb when the collection is thought of as one whole; a plural verb when the individuals of which it is composed are thought of; as,

The Committee *has* issued *its* report.
The Committee *are* divided on one minor point.

But we must be consistent. Thus, we should say:

The Committee *has* appended a note to *its* (not *their*) report.

123. When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb; as,

The *Arabian Nights is* still a great favourite.
The *United States has* a big navy.
Plutarch's Lives is an interesting book.
Gulliver's Travels was written by Swift.

124. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular; as,

Sixteen annas *is* equal to one rupee.
Six miles *is* a long distance.
Fifty thousand rupees *is* a large sum.
Three parts of the business *is* left for me to do.

Exercise 116.

In each of the following sentences supply a Verb in agreement with its Subject:—

1. To take pay and then not to do work —— dishonest.
2. The cost of all these articles —— risen.
3. The jury —— divided in their opinions.
4. That night every one of the boat's crew —— down with fever.
5. One or the other of those fellows —— stolen the watch.
6. The strain of all the difficulties and vexations and anxieties —— more than he could bear.
7. No news —— good news.
8. The accountant and the cashier —— absconded.
9. A good man and useful citizen —— passed away.
10. The famous juggler and conjurer —— too unwell to perform.

11. *The Three Musketeers* —— written by Dumas.
12. Each of the suspected men —— arrested.
13. The ebb and flow of the tides —— explained by Newton.
14. There —— present Mr. Smith, Mr. Jones, and Mr. Day.

CHAPTER XVIII.

NOUNS AND PRONOUNS.

125. The use of the Possessive (or Genitive) Case should be confined to the following:—

(1) Names of living beings and personified objects; as,

The Governor's bodyguards; the lion's mane; Nature's laws; Fortune's favourite.

(2) A few stereotyped phrases; as,

For conscience' sake, for goodness' sake, at his fingers' ends, out of harm's way, the boat's crew.

(3) Nouns of space or time denoting an amount of something; as,

A day's work, a hand's breadth, in a year's time.

126. When two nouns in the possessive case are in apposition the apostrophe with *s* is added to the last only; as,

This is my uncle, the engineer's, office.
My brother Harry's watch.
For thy servant David's sake.

127. When one noun is qualified by two possessive nouns both must have the possessive sign, unless joint possession is indicated.

The King and Queen's journey to India.
Huntley and Palmer's biscuits.

128. The Complement of the verb *to be*, when it is expressed by a Pronoun, should be in the Nominative form; as,

It was *he* (not *him*).
I am *she* whom you want.
If I were *he* I wouldn't do it.
It is *I* (not *me*) that give the prizes away.

It might have been *he* (not *him*).

Note, however, that "It's *me*" is used even by educated people, instead of "It is *I*."

129. The Object of a verb or of a preposition, when it is a Pronoun, should be in the Objective form; as,

Between you and *me* (not *I*) affairs look dark.
There is really no difference between you and *me*.
Let you and *me* (not *I*) do it.
Please let Jack and *me* go to the theatre.
Her (not *she*), who had been the apple of his eye, he now began to regard with something like distrust.
Him (not *he*), who had always inspired in her a respect which almost overcame her affection, she now saw the object of open pleasantry.
He has given great trouble to my father and *me* (not *I*).

130. The Case of a pronoun following *than* is determined by mentally supplying the verb.

He is taller than *I* [am].
He is better than *I* [am].
Tom swims better than *I* [do].
You are a great deal wiser than *I* [am].
I like you better than *he* [likes you].
I like you better than [I like] *him*.
He loves you more than *I* [love you].
He loves you more than [he loves] *me*.
I answered more questions than *he* [did].

131. The Case of a pronoun following the conjunction *as* is also determined by mentally supplying the verb.

I am as good as *he* [is].
He is as good a bowler as *I* [am].
They gave him as much as [they gave] *me*.
They gave him as much as *I* [gave him].
They like her as much as [they like] *me*.
They like her as much as *I* [like her].
They know it as well as *I* [do].
She is not even as big as *I* [am].

132. Guard against the incorrect use of the Reflexive Pronoun.

I do not know that Mr. Smith and *I* (not *myself*) ever enjoyed anything more.

Mrs. Watts and *I* (not *myself*) were there.
Rustam and *I* (not *myself*) intend to spend a month at Mahableshwar.
He came with Harry and *me* (not *myself*).

133. A Pronoun must agree with its Antecedent in person, number, and gender.

All *passengers* must show *their* tickets.
Every *man* must bear *his* own burden.
Each of the girls gave *her* own version of the affair.
I am not one of *those* who believe everything *they* (not *I*) hear.

134. In referring to *anybody, everybody, everyone, anyone, each,* etc., the pronoun of the masculine or the feminine gender is used according to the context; as,

I shall be glad to help *every one* of my boys in *his* studies.

But when the sex is not determined, we use the pronoun of the *masculine* gender, as there is no singular pronoun of the third person to represent both male and female; as,

If *anybody* knows the truth, let *him* tell it.
Everybody is discontented with *his* lot in life.
Everyone likes to have *his* way.
He hoped *everyone* had enjoyed *himself* very much.
Anyone can do this if *he* tries.
If *anyone* has been overlooked *he* may raise *his* hand.
Each must do *his* best.
Each contributed what *he* could.
Each thought of the woman *he* loved the best.

Many good writers, however, prefer the use of the pronoun of the third person plural; as,

Everybody is discontented with *their* lot in life.
He hoped *everyone* had enjoyed *themselves* very much.

135. The indefinite pronoun *one* should be used throughout, if used at all.

One cannot be too careful about what *one* (not *he*) says.
One cannot be too careful of *one's* (not *his*) good name.
One does not like to have *one's* word doubted.
One must not boast of *one's* own success.
One must use *one's* best efforts if *one* wishes to succeed.
Cannot *one* do what *one* likes with *one's* own?

It is better to change the form of the sentence than to keep on repeating *one*.

136. *None* is construed in the singular or plural as the sense may require ; as,

Did you buy any mangoes? There *were none* in the market.

Have you brought me a letter? There *was none* for you.

When the singular or plural equally well expresses the sense, plural is commonly used ; as,

None of these words *are* now current.

None of his poems *are* well known.

None but fools *have* believed it.

137. *Anyone* should be used when *more than two* persons or things are spoken of ; as,

She was taller than *anyone* (not *either*) of her five sisters.

138. *Each other* should be used in speaking of *two* persons or things, *one another* in speaking of *more than two* ; as,

When we two parted, we vowed to *each other*.

How these Christians love *one another!*

Note.—The above rule is not strictly observed even by the best writers.

139. *Each, either,* and *neither* are distributive pronouns calling attention to the individuals forming a collection, and must accordingly be followed by verbs in the singular.

Each of the scholars *has* (not *have*) done well.

Each of the men *was* (not *were*) paid a rupee.

Neither of them *was* invited to the party.

Neither of the accusations *is* true.

Either of the roads *leads* to the railway station.

He asked whether *either* of the brothers *was* at home.

140. Be careful to use *who* (Nominative) and *whom* (Objective) correctly.

There's Mr. Dutt, *who* (not *whom*) they say is the best portrait painter in the town.

Who (not *whom*) they were I really cannot specify.

I was the man *who* (not *whom*) they thought was dead.

He was the man *who* (not *whom*) they determined should be the next mayor.

There are some *who* (not *whom*) I think are clever.

There are many *who* (not *whom*) we know quite well are honest.

One evening of each week was set apart by him for the reception of *whosoever* (not *whomsoever*) chose to visit him.

Who (not *whom*) did you say was there?

Who (not *whom*) do you think she is?

They were a people *whom* (not *who*) it was not advisable to excite.

The student, *whom* (not *who*) you thought so highly of, has failed to win the first prize.

Whom (not *who*) do you wish to see?

Whom (not *who*) do you believe him to be?

In conversation, the interrogative *who* is often used for *whom* even by educated people; as, "Who did you see?" instead of "Whom did you see?"

It is however advisable to use the correct forms in written composition.

141. When the subject of a verb is a relative pronoun care should be taken to see that the verb agrees in number and person with the antecedent of the relative; as,

This is one of the most interesting novels that *have* (not *has*) appeared this year.

[The antecedent of *that* is *novels*, not *one*.]

He is one of the cleverest boys that *have* passed through the school.

One of the greatest judges that *have* ever lived laid this down as law.

It was one of the best speeches that *have* ever been made in the House of Commons.

This is the only one of his poems that *is* (not *are*) worth reading.

[Here the antecedent of *that* is *one*. "Of his poems this is the only one that is worth reading."]

142. The relative *which* must not as a rule be used without a definite word as its antecedent. Thus in the sentence, "His foot slipped, which caused him to fall heavily," there is no antecedent to the relative pronoun. We must say:

His foot slipped, *and this* caused him to fall heavily.

Similarly we must say:

I went home for my umbrella, *and this* (not *which*) prevented me from being in time.

I gave him a sovereign, *and this* left me penniless.
He fell heavily, *and this* caused him great pain.

143. *And which, but which.*—The relative itself fulfils the purpose of a conjunction ; hence no conjunction should be placed before it except to join together two relative clauses referring to the same antecedent ; as,

He possessed a sandalwood table *which* was of excellent workmanship, *and which* had been in his family for generations.

But the following sentences are *incorrect*:—

He has a wardrobe of wonderful carving, *and* which has been in his family for generations.
They wished me to drink with them, *but* which I declined.

144. According to modern usage *that* is used wherever possible for the *defining* relative, *who* or *which* for the relative that simply adds a new fact.

My sister *that* is in Delhi, sent me a present.
[Which one of my several sisters ?]
My mother, *who* is in Delhi, sent me a present.
[The clause *who is in Delhi* merely adds a piece of information.]

The relative should be placed as close as possible to its antecedent. This rule applies to all subordinate clauses.

Exercise 117.

Fill in each blank with "who" or "whom":—

1. I met a man to-day —— I had just heard was on the continent.
2. Any of you may take it ; I don't care ——.
3. —— did you give that letter to ?
4. The man —— I thought was my friend deceived me.
5. There was no doubt as to —— the speaker meant.
6. The vacancy was filled by Mr. Rao —— the manager said ought to be promoted.
7. The vacancy was filled by Mr. Rao —— the manager thought worthy of promotion.
8. It is Sohrab —— I think is the better of the two at swimming.
9. Ali was the man —— they intended should be our captain next year.
10. —— do you think is the better of the two at tennis ?

11. Enoch Arden,—— his wife thought had died many years before, suddenly reappeared.
12. The boy —— I trusted proved worthy of my confidence.
13. —— do you take me for? 14. —— are you speaking to?
15. —— do men declare me to be?
16. A boy —— I believed to be him just passed this way.
17. I,—— am most concerned, was not consulted.
18. The man —— you wished to see is here.
19. Where is the boy about —— you were speaking?

Exercise 118.

Tell which of the italicized forms is right, and give the reason :—

1. She is one of the best mothers that (*has* or *have*) ever lived.
2. You are not the first man that (*has* or *have*) been deceived by appearances.
3. One of his many good traits that (*comes* or *come*) to my mind was his modesty.
4. This is one of the things that (*kills* or *kill*) ambition.
5. *Treasure Island* is one of the best pirate stories that (*was* or *were*) ever written.
6. Ambition is one of those passions that (*is* or *are*) never satisfied.
7. This is one of the songs that (*was* or *were*) most popular.
8. We lament the excessive delicacy of his ideas, which (*prevents* or *prevent*) one from grasping them.
9. Tyranny is one of those evils which (*tends* or *tend*) to perpetuate (*itself* or *themselves*).

Exercise 119.

Fill in the blanks :—

1. It was —— who did it. (he, him.)
2. All failed except ——. (he, him.)
3. That is a matter between you and ——. (I, me.)
4. She did it better than ——. (he, him.)
5. It wasn't —— that did it. (I, me.)
6. Leave Nell and —— to toil alone. (I, me.)
7. It is not —— who are to blame. (we, us.)
8. She is not so clever as ——. (he, him.)
9. He is happier than ——. (I, me.)
10. Are they better qualified than —— to judge? (we, us.)
11. I can do it as well as ——. (they, them.)
12. You and —— are invited to tea this morning. (I, me.)

145. Sometimes a Pronoun is inserted where it is not required; as,

The applicant, being a householder, *he* is entitled to a vote. (*Incorrect.*)

Here the Pronoun *he* is not required.

146. A noun or pronoun in the Possessive case should not be used as the antecedent to a relative pronoun; as,

Do not forget *his* enthusiasm who brought this movement so far. (*Incorrect.*)

Change the construction to—

Do not forget the enthusiasm of *him* who brought this movement so far. (*Correct.*)

147. The relative pronoun is sometimes wrongly omitted when it is the Subject of the clause; as,

He has an impudence would carry him through anything. (*Incorrect.*)

Say:—

He has an impudence *that* would carry him through anything. (*Correct.*)

148. When the antecedent is *same*, the consequent should be *as* or *that*; when the antecedent is *such*, the consequent should be *as*; as,

That is the *same* man *that* (or *as*) we saw yesterday.
I played with the *same* bat *that* you did.
His answer was *such as* I expected him to give.

149. Pronouns of the third person plural should not be used as antecedents to *who* and *that*; as,

They that are whole have no need of a physician.

Here *those* is to be preferred to *they*.

150. Avoid the use of *same* as a substitute for the personal pronoun.

When you have examined these patterns, please return *them* (not *same*) to us.

CHAPTER XIX.

ADJECTIVES.

151. The Adjective is correctly used with a verb when some quality of the subject, rather than of the action of the verb, is to be expressed; as,

The flowers smell *sweet* (not *sweetly*).
She looks *dainty*.
That statement sounds *queer*.
It tastes *sour*.
He feels *sad*.

As a general rule, if any phrase denoting manner could be substituted, the Adverb should be used; but if some part of the verb *to be* could be employed as a connective, the Adjective is required.

The ship appeared *suddenly*.
The decision appears *unjust*.
His friends now began to look *coldly* upon him.
He looks *cold*.
We feel *warmly* on the subject.
We feel *warm*.
He spoke *angrily*.
He looked *angry*.

152. The plural forms *these* and *those* are often wrongly used with the singular nouns *kind* and *sort*; as,

These kind of things.

Such a form of expression is, however, constantly heard and occurs in good writers.

Some grammarians insist that we should say:—

"This kind of things" or, better, "Things of this kind."

153. The words, *superior, inferior, senior, junior, prior, anterior* and *posterior,* take *to* instead of *than*; as,

As a novelist Jane Austen is *superior to* Mrs. Henry Wood.
Hari is *inferior to* Rama in intelligence.
The death of King Edward was *prior to* the Great War.
He is *senior to* me.

154. In comparing *two* things or classes of things, the Comparative should be used; as,

Of Bombay and Madras, the former is the *wealthier*.

Of two evils, choose the *less* (not *least*).
Which is the *better* (not *best*) of the two?
He is the *taller* of the two.

This rule is, however, not strictly observed even by good writers, and is often disregarded in everyday speech.

"Put your *best* foot foremost" is an idiomatic expression.

155. When a comparison is instituted by means of a Comparative followed by *than*, the thing compared must be always *excluded* from the class of things with which it is compared, by using *other* or some such word; as,

He is stronger than any *other* man living.

[The sentence "He is stronger than any man living" suggests that the person referred to is stronger than himself, which is, of course, absurd.]

Mazzini may be said to have done more for the unity of Italy than any *other* man.
The Nile is said to be longer than all *other* rivers in the eastern hemisphere.
The Taj is more beautiful than all *other* mausoleums.
Solomon was wiser than all *other* men.

156. In a comparison by means of a Superlative, the latter term should *include* the former; as,

Solomon was the wisest of all men (not *all other men*).
The crocodile is the largest of all reptiles.
The Amazon is the largest of all rivers.
Of all men he is the strongest.

157. *Of any* is often used incorrectly in conjunction with a Superlative; as,

He has the lightest touch *of any* musician.

This should be rewritten as follows:—

He has a lighter touch than any other musician.
[Or] No other musician has so light a touch.

158. A very common form of error is exemplified in the following sentence:—

The population of London is greater than any town in India.

Say:

The population of London is greater than *that of* any town in India.

The comparison is between:
(i) the *population* of London
and (ii) the *population* of any town in India.

159. *Double* Comparatives and Superlatives are to be avoided, though their use was once common in English. Thus, we have in Shakespeare—

It was the *most unkindest* cut of all.

The following sentence is *incorrect* :—

Seldom had the little town seen a *more costlier* funeral. [Omit *more*.]

But *lesser* (a double comparative) is used even by the best authors.

The *lesser* of the two evils.

160. *Preferable* has the force of a Comparative, and is followed by *to*. We must not say *more preferable.*

He has a scheme of his own which he thinks *preferable to* that of any other person.

161. Do not use *less* when *fewer* is required. *Less* can refer to *quantity* only, whereas *fewer* denotes *number.*

No *fewer* (not *less*) than fifty miners were killed in the explosion.

We do not sell *less* than ten pounds of tea.

162. Certain adjectives do not really admit of comparison because their meaning is already superlative; as,

Unique, ideal, perfect, complete, universal, entire, extreme, chief, full, square, round.

Do not therefore say:—

Most unique, quite unique, chiefest, extremest, fullest.

But we still say, for instance:

This is the *most perfect* specimen I have seen.

163. *Older* and *oldest* may be said either of persons or of things, while *elder* and *eldest* apply to persons only, and are besides, strictly speaking, confined to members of the same family.

Gladstone was *older* than Morley.

He will succeed to the title in the event of the death of his *elder* brother.

Patricia is the *eldest* of the Vicar's family.
Old Farmer Giles is the *oldest* inhabitant in our village.

164. The *two first* is a meaningless expression, for it implies that two things may be first. We should say "the *first two*."

The *first two* chapters of the novel are rather dull.
The *first two* boys were awarded gold medals.

165. *Few* and *a few* have different meanings.

Few is negative, and equivalent to *not many, hardly any*.

A few is positive, and equivalent to *some*.

Few persons can keep a secret.
A few words spoken in earnest will convince him.

Similarly *little* = not much ; *a little* = some, though not much.

There is *little* hope of his recovery.
A little tact would have saved the situation.

166. *Latter* is often wrongly used for *last*. Use *latter* when there are two only, *last* when there are more.

Of the three, tea, coffee and cocoa, the *last* (not *latter*) is his favourite.

167. *Verbal* is often wrongly used for *oral*.

Verbal means 'of or pertaining to *words*'; *oral* means, 'delivered by word of mouth,' *not written*. Hence the opposite of *written* is *oral*, not *verbal*.

His written statement differs in several important respects from his *oral* (not *verbal*) statement.
The lad was sent with an *oral* message to the doctor.
There are a few *verbal* differences in the two manuscripts (*i. e.*, differences in *words*, not in sense).
The photograph will give the reader a far better notion of the structure than any *verbal* description.
Were your instructions *oral* or *written*?

168. Do not say 'our *mutual* friend.' The proper expression is 'our *common* friend.'

They were introduced to each other by a *common* (not *mutual*) friend.
We happened to meet at the house of a *common* friend.

CHAPTER XX.

ARTICLES.

169. As a general rule, an Article is used before a Common noun, singular number ; as,

Fight like *a* hero.

170. The choice between *an* and *a* is determined by *sound.*

(1) Before a word beginning with a vowel sound *an* is used ; as,

an ass, *an* enemy, *an* inkstand, *an* orange, *an* umbrella ,
an hour, *an* honest man, *an* heir.

Note.—The words, *hour, honest, heir,* begin with a vowel sound, the initial consonant *h* being silent.

(2) Before a word beginning with a consonant sound *a* is used ; as,

a boy, *a* woman, *a* yard, *a* horse, *a* hole ;
a university, *a* European, *a* ewe, *a* unicorn, *a* useful article ;
a one-rupee note, such *a* one, *a* one-eyed man.

Note 1.—The words, *university, European,* etc., begin with a consonant sound, that of *yu.*

Note 2.—*One* begins with the consonant sound of *w.*

(3) Before words beginning with *h* and not accented on the first syllable, *an* is often used ; as,

an historical novel, *an* hotel.

171. The Definite Article *the* is used—

(1) When we speak of a *particular* person or thing, or one *already referred to,* or *known to the speaker* ; as,

The book you mention is out of print.
I dislike *the* fellow.
Let us go to *the* club.

(2) When a *singular* noun is meant to represent a whole class ; as,

The lion is the king of beasts.
The rose is the sweetest of all flowers.

(3) With names of gulfs, rivers, seas, oceans, groups of islands, and mountain-ranges ; as,

The Persian Gulf.

The Ganges is considered holy by the Hindus.
London is on *the* Thames.
The Red Sea. *The* Atlantic Ocean.
The Laccadive Islands.
The Himalayas lie to the north of India. *The* Alps.

(4) Before common nouns which are names of things unique of their kind ; as,

the sun, *the* moon, *the* sky, *the* ocean, *the* sea, *the* earth.

(5) With Superlatives ; as,

The darkest cloud has a silver lining.

(6) Before an adjective when the noun is understood ; as,

The poor are always with us.

(7) Before a noun (with emphasis), to give the force of a superlative ; as,

The Verb is *the* word (= the chief word) in a sentence.
He is *the* violinist of the day.

(8) As an Adverb with Comparatives ; as,

The more *the* merrier.
(= *By how much* more, *by so much* merrier.)
The more they get *the* more they want.

172. The Indefinite Article is used—

(1) In its original numerical sense of *one* ; as,

Twelve inches make *a* foot.
Not *a* word was said.
Wait *a* minute.
A word to the wise is sufficient.
A bird in the hand is worth two in the bush.

(2) In the vague sense of *a certain* ; as,

One evening *a* beggar came to my door.

(3) In the sense of *any*, to single out an individual as the representative of a class ; as,

A pupil should obey his teacher.
A cow is a useful animal.

(4) To make a common noun of a proper noun ; as,

A Daniel come to judgment! (A Daniel = a very wise man.)

173. The article is omitted—

(1) Before a noun used in its widest sense; as,

Man is mortal.
What kind of *flower* is it?

(2) Before names of materials; as,

Gold is a precious metal.
Cotton grows in India, America and Egypt.

(3) Before proper nouns; as,

Bombay is a big city.

(4) Before abstract nouns used in a general sense; as,

Falsehood is odious.
Honesty is the best policy.
Virtue is its own reward.

(5) In certain phrases consisting of a transitive verb followed by its object; as,

to catch fire, to take breath, to give battle, to cast anchor, to send word, to bring word, to give ear, to leave school, to lay siege, to set sail.

(6) In certain phrases consisting of a preposition followed by its object; as,

at home, in hand, in debt, in bed, at school, to school, by day, by night, at daybreak, at sunset, on earth, by land, by water, on horseback, under ground, to prison, in jail, in jest, to market, at dinner.

(7) Before the noun following 'kind of'.

What kind of man is he? (Not *kind of* a man.)

Exercise 120.

Complete the following sentences by filling in 'a' or 'an' or 'the' as may be suitable :—

1. —— cow is —— useful animal.
2. —— rose is —— beautiful flower.
3. He is —— poor man.
4. He is —— honest man.
5. Honest men speak —— truth.
6. Rustom is —— young Parsee.
7. Do you see —— blue sky?
8. Benares is —— holy city.
9. Aladdin had —— wonderful lamp.
10. The world is —— happy place.
11. He returned after —— hour.
12. —— school will shortly close for the Puja holidays.

13. —— sun shines brightly.
14. I first met him —— year ago.
15. Yesterday —— European called at my office.
16. The guide knows —— way.
17. Ceylon is —— island.
18. —— horse is —— noble animal.
19. Kaku got —— best present.
20. Sanskrit is —— difficult language.
21. —— Ganges is —— sacred river.
22. —— lion is —— king of beasts.
23. You are —— fool to say that.
24. French is —— easy language.
25. —— French defeated the Germans.
26. Which is —— longest river in India?
27. Rama has come without —— umbrella.
28. Bombay is —— very dear place to live in.
29. She is —— untidy girl.
30. The children found —— egg in the nest.
31. I bought —— horse, —— ox, and —— buffalo.
32. If you see him, give him —— message.
33. English is —— language of —— people of England.
34. Man, thou art —— wonderful animal!
35. —— Bosphorus and —— Hellespont are —— two gates of Constantinople.
36. He looks as stupid as —— owl.

Exercise 121.

Insert Articles where necessary :—

1. While there is life there is hope.
2. Her knowledge of medicine had been acquired under aged Jewess.
3. Sun rises in east.
4. The brave soldier lost arm in battle.
5. The doctor says it is hopeless case.
6. I like to live in open air.
7. Get pound of sugar from nearest grocer.
8. Set back clock; it is hour too fast.
9. The poor woman has not anna.
10. Sun melts snow.
11. Eskimos make houses of snow and ice.
12. Where did you buy umbrella?
13. Have you never seen elephant?
14. Draw map of India.
15. Do not look gift horse in mouth.
16. Have you told him about accident?
17. Livingstone was great explorer.

18. How blue sky looks!
19. Who wishes to take walk with me?

Exercise 122.

Insert Articles where necessary :—

1. What beautiful scene this is!
2. The musician was old Mussalman.
3. The river was spanned by iron bridge.
4. Moon did not rise till after ten.
5. Like true sportsmen they would give enemy fair play.
6. They never fail who die in great cause.
7. There is nothing like staying at home for comfort.
8. He likes to picture himself original thinker.
9. It is never thankful office to offer advice.
10. Umbrella is of no avail against thunderstorm.
11. I have not seen him since he was child.
12. For Brutus is honourable man.
13. Shamrock is national emblem of Ireland.
14. Man has no more right to say uncivil thing than to act one.
15. We started late in afternoon.
16. It is a strange thing how little, in general, people know about sky.
17. Scheme failed for want of support.
18. Tiger, animal equal to lion in size, is native of Asia.
19. Time makes worst enemies friends.
20. My favourite flower is rose.
21. Time we live ought not to be computed by number of years, but by use that has been made of them.
22. John Bright once said that safest place in England was first-class carriage in express train.
23. Life in Madras in time of Clive was different from what it is now.
24. I do not use that sort of pen.

174. When two or more descriptive adjectives qualifying the *same* noun are connected by *and*, the Article is used before *the first adjective* only; as,

Here is *a* French and English dictionary.
The red and white rose. (One rose.)

175. When two or more adjectives qualify *different* nouns, expressed or understood, the Article is used before *each* adjective; as,

The inner and *the* outer wall were both strongly defended.

The red and *the* white rose. (Two roses, the one red and the other white.)
The first and *the* second chapter.
The French and *the* English language.

Note 1.—The repetition is not considered to be necessary when the noun is put in the plural ; as,

The first and second chapters.
The French and English languages.

Note 2.—The second Article is often dropped even where the reference is to different individuals or things, provided the thought would not in any way be impaired.

Until we receive the early and later rain.

176. When two or more connected nouns refer to the *same* person or thing, the Article is ordinarily used before *the first only* ; as,

They dismissed *the* secretary and accountant. (Same person holding two offices.)
He is *the* guardian and natural protector of the lad.

Note.—Sometimes, however, the Article is repeated for emphasis even when the reference is to one person ; as,

He was *the* orator and *the* statesman of his age.

177. When two or more connected nouns refer to *different* persons or things, the Article is used before *each* ; as,

They dismissed *the* secretary and *the* accountant.
The teacher and *the* guardian of the lad were discussing his case.

The rule, however, is not strictly followed.

"He bent over the child and mother." (Thackeray.)

178. In expressing a comparison, if two nouns refer to the *same* person or thing, the Article is used before *the first noun* only ; as,

Wellington was *a* greater soldier than statesman.

But if the two nouns refer to *different* persons or things, the Article must be used with *each noun* ; as,

He is *a* better soldier than *a* statesman (*i. e.*, than a statesman would make).

CHAPTER XXI.

VERBS.

179. The subject of the sentence should not be left without a verb.

The following sentence is *incorrect*:

He who has suffered most in the cause, let him speak.

Recast as shown below:

Let him who has suffered most in the cause speak.

[Or] He who has suffered most in the cause should speak.

180. A verb should agree with its subject, and not with the complement; as,

What is wanted *is* (not *are*) not large houses with modern conveniences, but small cottages.

The details *are* a matter for future consideration.

Our followers *are* but a handful.

181. In a compound sentence a single verb can be made to do duty for two subjects, only when the form of the verb is such as to permit of it; as,

Not a drum was heard, not a funeral note [was heard].

But the following sentence is *incorrect*, because the subjects are not in the same number:

His diet was abstemious, his prayers long and fervent.

We should rewrite it as follows:

His diet was abstemious, his prayers *were* long and fervent.

[In a sentence like this, Mr. Fowler regards the ellipsis as permissible.]

182. Two auxiliaries can be used with one principal verb, only when the form of the principal verb is appropriate to *both* the auxiliaries; as,

I never have hurt anybody, and never will.

No state can or will adopt this drastic measure.

But the following sentence is *incorrect*:

He never has, and never will, take such strong measures.

Rewrite it as follows:

He never has *taken*, and never will take, such strong measures.

183. When there is only one auxiliary to two principal verbs, it should be such that it may be correctly associated with both; as,

Ten rioters have been sentenced and five acquitted.

But the following sentence is *incorrect*:

Ten new members have been enrolled, and seven resigned.

Rewrite it as follows:

Ten new members have been enrolled, and seven *have* resigned.

184. Carefully distinguish between the verbs *lay* and *lie*. The verb *lay* is transitive and is always followed by an object; the verb *lie* is intransitive and cannot have an object.

Lay, laid, laid.

Lay the child down to sleep.
I *laid* the book on the table.
The hen has *laid* an egg.

Lie, lay, lain.

Let me *lie* here.
He *lay* under that pipal-tree.
He has *lain* there for hours.

185. The Split Infinitive — that is to say, the placing of an adverb or adverbial phrase between *to* and the verbal part of the Infinitive — is generally condemned as contrary to established precedent.

Do not say:

It is time to *immediately* put the work in hand.

The time has come to *once again* voice the general discontent.

Say:

It is time to put the work in hand *immediately*.

The time has come *once again* to voice the general discontent.

186. An Infinitive should be in the present tense unless it represents action prior to that of the governing verb; as,

I should have liked *to go* (not *to have gone*).

But we correctly say—

He seems *to have enjoyed* his stay at Mahableshwar.

187. A common blunder is to leave the Participle without proper agreement, or with no agreement at all; as,

Sitting on the gate, a scorpion stung him.

Here the word "scorpion" to which the Participle "sitting" refers grammatically is not that with which it is meant to be connected in sense; in other words, the Participle is left without proper agreement.

We should therefore recast it as shown below:—

Sitting on the gate, *he* was stung by a scorpion.

[Or] While he was sitting on the gate, a scorpion stung him.

Now read the following sentence where the Participle is left with no agreement at all:

Being a very hot day, I remained in my tent.

Here the sentence contains no word to which the Participle can possibly refer. We should therefore write:

It being a very hot day, I remained in my tent.

188. Usage however permits in certain cases constructions like the following:—

Considering his abilities, he should have done better.

Roughly *speaking*, the distance from here to the nearest railway station is two miles.

Taking everything into consideration, his lot is a happy one.

It will be noticed that in each sentence the unexpressed subject is indefinite. Thus:—

Taking everything into consideration = If *one* should take everything into consideration.

189. A present participle should not be used to express an action which is not contemporaneous with the action of the principal verb.

The following sentence is therefore *incorrect:*

He sailed for New York on Monday, *arriving* there on Saturday.

Rewrite it as follows:

He sailed for New York on Monday, *and arrived* there on Saturday.

190. The pronoun governing a Gerund should be put in the Possessive case; as,

Everything depends on *his* (not *him*) receiving the reply in time.

What is the use of *his* (not *him*) going there?
It is of no use *your* (not *you*) saying so.
Please excuse *my* (not *me*) being late.

The noun governing a Gerund should also be put in the Possessive case, with *'s*, if it is of such a kind as to take that inflection, and if it is not too far removed from the Gerund; as,

He had no recollection of *Rustam's* mentioning the case to him.
I was unprepared for your *friend's* coming.

191. The Subjunctive Mood is sometimes wrongly used for the Indicative. When the statement introduced by *if* or *though* is an *actual fact*, or what is *assumed as a fact*, the proper Mood to be used is the Indicative and not the Subjunctive.

Though the war is over, there is much discontent.
If he was there, he must have heard the talk.

But the Subjunctive is correctly used in the following sentences:—

Mere supposition.
If I *were* you [but I am not], I should agree.
If he *were* here, he would support me.
Though he *were* King of England, I would say the same.

Exercise 123.

Recast the following sentences:—

1. Being condemned to death, the scaffold was erected for his execution.
2. Born in Surat, a part of his education was received in Bombay.
3. Observing the house on fire, the engines were sent for.
4. Being a wet day, I wore my mackintosh.
5. Having gone to bed very late, the sun woke me at about nine o'clock.
6. Referring to your esteemed inquiry, the prices of the articles are as follows.
7. Standing on the top of the hill, the eye roams over a beautiful landscape.
8. Having failed in the first attempt, no further attempts were made.
9. Bearing this in mind, no particular difficulty will be found.
10. Travelling from Karjat to Khandalla, the line is most beautifully laid.

11. Being his sole companion, he naturally addressed himself to me.
12. Crossing the channel, a heavy storm arose.
13. Hoping to hear from you soon, yours sincerely.
14. Calling upon him yesterday, he subscribed a handsome sum to the Famine Relief Fund.
15. Going up the hill, an old temple was seen.
16. Resting in cool shelter, the hours were beguiled with desultory talk.
17. Having obtained information, he was arrested for complicity in the plot.
18. Weary with travelling, the destination seemed a hundred miles away.
19. Meeting my friend in the park, he told me all the news.
20. Entering the room, the light was quite dazzling.

Uses of the Tenses.

192. The **Present Indefinite** is used—

(1) To express what is actually taking place at the present moment ; as,

See, how it *rains* !

(2) To express general truths ; as,

The sun *rises* in the east.
Honey *is* sweet.
Honesty *is* the best policy.
Heat *expands*, cold *contracts*.

(3) To express a habitual action ; as,

He *drinks* tea every morning.
My watch *keeps* good time.

(4) In vivid narrative as a substitute for the Past Tense ; as,

Sohrab now *rushes* forward and *deals* a heavy blow to Rustum.
At this news the Sultan *hurries* to his capital.

[This is called the **Historic Present.**]

(5) Instead of the Future Tense, when futurity is indicated by the context ; as,

We *go* to Lahore next week.
They *leave* for London by the next mail.
We *sail* for America next Saturday.

193. The **Present Continuous** represents an action as going on at the time of speaking ; as,

She *is singing*.
The boys *are playing* hockey.

194. The **Present Perfect** denotes an action completed at the time of speaking; as,

There, I *have written* my exercise.
He *has worked* the sum.

The Present Perfect is also used, instead of a past tense, to represent a *past* action as continuing to the *present*, at least in its consequences; as,

We *have lived* here ten years.

195. Note the difference between—

(1) We *have lived* here ten years.
(2) We *lived* here ten years.

Sentence 1 shows that we are still living here.

Sentence 2 shows that we are living there no longer.

Note.—Such a sentence as, "We *have written* to you yesterday about this matter" is incorrect because it is qualified by an adverb denoting past time and excluding present. It should be, "We *wrote* to you yesterday about this matter."

196. The **Past Indefinite** is used—

(1) To denote a single act in the past; as,

Rama *scored* twenty runs.
The steamer *sailed* yesterday.

(2) To denote an action actually in progress at the time stated; as,

While they *danced* (= were dancing) we *sang* (= were singing).

(3) To denote a habitual action in the past; as,

He *studied* (= used to study) many hours every day.
Scottish kings *were crowned* at Scone.

197. The **Past Continuous** represents an action as going on at some point in past time; as,

When I saw him, he *was playing* chess.
I *was writing*, when he called upon me.

198. The **Past Perfect** (also called the **Pluperfect)** denotes an action completed at some point in past time before another action was commenced; as,

The rain *had stopped* when we came out.

I *had done* my exercise, when Hari came to see me.
I *had written* the letter before he arrived.

199. The **Future Indefinite** is used of a single act that has still to take place; as,

I *shall see* him to-morrow.

200. The **Future Continuous** represents an action as going on at some point in future time; as,

I *shall be reading* the paper, then.

201. The **Future Perfect** denotes an action that will be completed at some point in future time; as,

I *shall have written* my exercise, by that time.

202. Do not confuse the Past Tense and the Past Participle. Be particularly careful in conjugating verbs of the type *ring, rang, rung.*

He has not yet *begun* (not *began*) his exercise.
He stopped and *rang* (not *rung*) the bell.
She has often *sung* (not *sang*) that song.
The treasure *sank* (not *sunk*) to the bottom and was lost.
He has *drunk* (not *drank*) four cups of coffee.
Darcy had been used to having every attention *shown* (not *showed*) him.
The river has *overflowed* (not *overflown*) its banks.
He was *awakened* (not *awoke*) by the sound of drums.
He was *hanged* (not *hung*) early in the morning.
He removed his coat and *hung* (not *hanged*) it on a nail.
The cart *loaded* (not *laden*) with hay, went slowly along.

Exercise 124.

Fill in the Past Tense or Past Participle of the verb given :—

fall. Of late the custom has —— into disuse. The lot —— upon him.
drink. The toast was —— with great enthusiasm.
wear. My patience —— out at last. The inscription has —— away in several places.
tear. In a fit of rage she —— up the letter. The country is —— by factions.
sting. He has been —— by a scorpion. The remark —— him.
run. You look as if you had —— all the way home. He —— for his life.

forget. Once Sydney Smith, being asked his name by a servant, found to his dismay that he had —— his own name.

bite. The old beggar was —— by a mad dog. A mad dog —— him.

swim. A woman has —— the English Channel. A cloud —— slowly across the moon.

lay. He —— the book on the table. He had not —— a finger on him. They —— their heads together.

lie. We —— beneath a spreading oak. He has long —— under suspicion.

take. A beautiful shot from cover-point —— off the bails. He has —— a fancy to the boy.

go. Recently the price of sugar has —— up. The argument —— home.

begin. He had —— his speech before we arrived. He —— to talk nonsense.

bid. Do as you are ——. He —— us good-bye.

ring. Has the warning-bell ——? I —— him up on the telephone.

steal. Some one has —— my purse. She —— his heart.

sow. You must reap what you have ——.

drive. Poor fellow! he was very hard ——. They say he —— a hard bargain.

sing. It seemed to me that she had never —— so well. Our bugles —— truce.

shake. He was much —— by the news. His voice —— as he spoke.

eat. He is —— up with pride. In the end he —— his words.

freeze. The explorers were —— to death. The blood —— in their veins.

shoe. Go, ask the ferrier whether he has —— the horses yet.

strew. His path was —— with flowers.

sink. His voice gradually —— to a whisper. And thousands had —— to the ground overpower'd.

Exercise 125.

Fill in the Past Tense or Past Participle of the verb given :—

rise. He has —— from the ranks. His expenses —— as his income increased.

beat. He —— the Afghans in a bloody battle. It was not the only battle in which they were ——.

get. He has —— hold of the wrong end of the stick.

lead. The faithful dog —— his blind master.

awake. And his disciples came to him, and —— him. I was soon —— from this disagreeable reverie.

bear. I was —— away by an impulse.

stand. It has —— the test of time.

sit. He has —— for the examination.

know. He says he has never —— sickness.

bind. The prisoner was —— hand and foot.

break. He has —— his collar-bone.

breed. What is —— in the bone will not wear out of the flesh.

strive. I —— with none, for none was worth my strife.

weep. I have —— a million tears.

spin. The story is tediously —— out.

mean. I —— it for a joke. He was —— for a lawyer.

arise. Suddenly the wind ——. There never has —— a great man who has not been misunderstood.

draw. Who —— the first prize? He has —— a wrong inference.

understand. I am afraid I did not make myself ——.

shoot. He was accidentally —— in the arm.

shrink. He is not known ever to have —— from an encounter. There was no cruelty from which the robber chief ——.

cost. Often a lie has —— a life. His folly —— him years of poverty.

crow. His enemies —— over his fall.

deal. He —— unfairly with his partner. The first great blow to the Persians was —— by the Arabs.

lose. His rashness —— him his life. The man who yields to the fascination of the gaming-table is ——.

find. Sir, I have —— you an argument; but I am not obliged to find you an understanding. The picture —— its way to the auction-room.

sleep. It is said of Akbar that he rarely —— more than three hours at a time.

seek. His company is greatly —— after. It might be truly said of him that he never —— honour.

hide. Adam and his wife —— themselves from the presence of the Lord God.

fall. A certain man went down from Jerusalem to Jericho, and —— among thieves. The mercury has —— to zero.

set. He has —— his heart on success. He —— matters right.

grow. Three years she —— in sun and shower. Some of these wars have —— out of commercial considerations.

Uses of Shall and Will.

203. *Shall* is used in the first person, to express *simple future time*; as,

I *shall* start to-morrow.
I *shall* be there at six o'clock.
We *shall* be late.

When *shall* is used in the second or third person, it usually expresses—

(1) A command; as,

Thou *shalt* not steal.
Thou *shalt* love thy neighbour as thyself.

(2) A promise; as,

You *shall* have a holiday to-morrow.

(3) A threat; as,

You *shall* be punished for this.
You *shall* pay for that.

(4) Determination; as,

You *shall* apologize for that.
You *shall* go this instant.
I mean it; nothing *shall* stop me.
He *shall* leave the house instantly.
He *shall* obey, whether he likes it or not.

204. *Will* is used in the second and third persons, to express *simple future time*; as,

You *will* meet him on the road.
It *will* be a long time before I see you again.
Anyone *will* tell you the way if you ask.

Will is used in the first person to express—

(1) Willingness; as,

I *will* lend you my camera.

(2) A promise; as,

I'*ll* do it for you.
I *will* try to do better the next time.

(3) A threat; as,

I *will* avenge her.
I *will* punish you if you do that again.

(4) Determination; as,

I'*ll* never give my consent to that.
I *will* succeed or die in the attempt.
I *will* go out, although you forbid me.

205. In asking questions, *shall* is used in the first person, and *will* in the third person.

Shall I ring the bell?
Shall we have the pleasure of seeing you to-morrow?
Will he come to-morrow?
What *shall* I do next? (= What do you want me to do next?)

In the second person *shall* and *will* are used according to the answer expected; as,

Shall you come to-morrow? (Answer: I *shall* come to-morrow.)
Will you do this for me? (Answer: I *will* do it for you.)
Wilt thou have this woman to be thy wedded wife? (Answer: I *will*.)

Exercise 126.

Fill in the blanks with 'shall' or 'will,' as required. If in any sentence you could insert either, explain the difference in meaning.

1. We —— be late.
2. I —— succeed or die in the attempt.
3. —— you lend me your camera?
4. I —— come if possible.
5. Surely you —— not desert me.
6. I —— not be dictated to.
7. —— we go to the theatre to-night?
8. —— we go if it rains?
9. Alas! I —— be drowned and nobody —— help me.
10. He fears that he —— be too late.
11. No matter what you say, I —— not go another step.
12. You —— be twenty to-morrow.
13. Unless they are fools, they —— not go on any such errand.
14. He —— obey, whether he likes it or not.
15. I —— have my own way.

16. If you eat too much you —— be ill.
17. He —— not hear you unless you shout.
18. An obedient boy —— always do as he is commanded.
19. If you do not hurry you —— miss the train.
20. I —— play cricket and no one —— stop me.
21. You —— do that work before you leave this room.
22. You —— obey me, whether you like it or not.
23. He —— die soon.
24. "Rascal," said the king, "you —— die."
25. I think we —— win the match.
26. You say you —— not obey me and I say you ——.
27. I —— go to the concert if I can get a ticket.
28. We hope we —— be able to come next week.
29. I believe he —— succeed in his enterprise.
30. I expect we —— get a telegram from him.
31. I —— be delighted if you come.
32. We —— not let this matter rest here.
33. You —— leave the room at once.
34. If it is raining, I —— not go.
35. If you have great talents, industry —— improve them.

Exercise 127.

Fill in the blanks with 'shall' or 'will,' as required. If in any sentence you could insert either, explain the difference in meaning.

1. I —— be happy to meet you at any time.
2. I do not know what father —— say about it.
3. You are excused this time; I hope it —— not happen again.
4. —— you not take my word in this matter?
5. When —— we get there?
6. Thou —— not steal.
7. The time —— come when you —— be ashamed of this deed.
8. I —— be surprised if we win the next match.
9. I don't think I —— be able to go.
10. I don't think he —— be able to go.
11. Thou —— not bear false witness against thy neighbour.
12. We —— not have this man to reign over us.
13. You —— not stir; I forbid it.
14. I —— probably fail in the examination.
15. I —— probably get a cool reception there; but I —— go, whatever happens.
16. I —— not be trifled with.
17. To-morrow —— be a holiday.
18. Cophetua sware a royal oath:
"This beggar maid —— be my queen!"

19. I —— do it, and you —— not stop me.
20. You —— do it, for I —— make you.
21. —— I come with you?
22. He —— do as I say.
23. I —— go if the weather permits.
24. I —— not move from here.
25. We —— all die some day.
26. When —— we three meet again?
27. I hope we —— be in time to get good seats.
28. I —— be fifteen in April.
29. Do you think we —— have rain?
30. He —— repent of his folly when it is too late.
31. He fears that he —— be too late.
32. If I am not careful, I —— fall.
33. Even if my watch is right we —— be late.
34. I —— be much obliged if you —— reply at your early convenience.
35. Not until a just peace is signed —— we have any guarantee that the war —— not break out again.

Uses of Should and Would.

206. In indirect speech, and in subordinate clauses generally, after a past tense, it is usual to use *should* and *would*, according as *shall* and *will* appear in the original or in the present tense.

I told him I *should* start to-morrow.
He was afraid he *should* be drowned.
She said he *would* come.
You flattered yourself you *would* win the prize.

207. In ordinary direct speech *should*, in the sense of *ought to*, is used in all three persons; and *would*, with the idea of *intention, determination*, is used in all three persons.

I *should* have attended the meeting this afternoon, but I forgot it.
We *should* help the poor.
You *should* keep your promise.
He *should* have answered the letter yesterday.
Children *should* obey their parents.
He *would* have his own way.

208. *Should* is also used in all three persons when it follows *lest*; as,

I was alarmed lest we *should* be wrecked.
He fled lest he *should* be killed.

209. *Would* is sometimes used to signify habitual action; as,

The Squire *would* sometimes fall asleep in the most pathetic part of my sermon.

Exercise 128.

Fill in the blanks with 'should' or 'would':—

1. You —— go instantly.
2. I warned you, but you —— do it.
3. I —— like to know who he is.
4. You —— not do that.
5. He —— be sorry to miss his train.
6. You —— not hesitate to help him.
7. I —— feel hurt if he —— abuse my hospitality in that way.
8. Who am I that I —— advise?
9. We —— do the duty that lies nearest.
10. Though I —— die for it, yet —— I do it.
11. If I had known it, I —— not have gone.
12. If it —— rain, we —— not start.
13. I —— be greatly disappointed if he did not come.
14. He really —— go.
15. —— we go under any circumstances?
16. I was afraid that we —— freeze to death.
17. I ——, if I could.

Exercise 129.

Fill in the blanks with 'should' or 'would':—

1. It —— be foolish to underrate the danger.
2. Whatsoever things ye —— that men —— do unto you, do ye even so unto them.
3. I —— take it kindly of you if you —— answer my letter.
4. He —— do it if he knew how.
5. I told him point-blank it —— not do.
6. He promised that it —— not occur again.
7. I said nothing lest she —— feel hurt.
8. You —— try to do better.
9. If he were here he —— tell us.
10. You —— be sorry for your rudeness.
11. If I had not fallen I —— not have been hurt.
12. I realized at last that I —— never succeed.
13. I —— go if I were you.
14. He —— read for hours every day.
15. We —— always tell the truth.
16. I —— imagine that you are older than I.
17. If he —— call I will write to you at once.
18. Even if I knew, I —— not tell.
19. Had he seen us, he —— have come.

CHAPTER XXII.

ADVERBS.

210. Adverbs should be so placed in a sentence as to make it quite clear which word or words they are intended to modify. Hence Adverbs should come, if possible, next to the word, or words, they modify.

He had got *almost* to the top when the rope broke.

211. Do not misplace the adverb *only* in a sentence so as to cause ambiguity. As a general rule, it should be placed immediately *before* the word it is intended to modify; as,

I worked *only* two sums.
Only Balu succeeded in scoring a century.
I praise him *only* when he deserves it.

212. The adverbs *ever, never, scarcely ever,* are often misplaced, as in the following sentence:

Quite the most remarkable article we ever remember to have read. [Say: we remember ever . . . . .]

213. Two negatives destroy each other. Hence two negatives should not be used in the same sentence unless we wish to make an affirmation. We should say:

I haven't got *any* (not *none*).
I could not find it *any*where (not *no*where).
I have not got *any* (not *no*) paper for my exercise.
I can't see *any* (not *no*) wit in her.
Scarcely any one believes in such ghost stories nowadays. (*Not*, No one scarcely believes......)

214. Adjectives should not be used for Adverbs. We should say, for instance:

He returned *more quickly* (not *quicker*) than I expected.
He will pay *dearly* (not *dear*) for his mistake.

215. In an enumeration say *first, secondly, thirdly,* etc.

First, being itself an adverb, does not need the — *ly* that is frequently added. [But, according to Mr. Fowler, "it is the pedant that begins his list with *first*."]

216. *Ever* is sometimes misused for *never*.

We seldom or *never* (not *ever*) see those forsaken who trust in God.

Such goods are made for export, and are seldom or *never* (not *ever*) used in this country.

Note.—*Seldom or never* and *seldom if ever* are both correct; but *seldom or ever* is incorrect.

217. *Else* should be followed by *but*.

It is nothing *else but* (not *than*) pride.

218. The use of *never* for *not* is incorrect.

We met the other day, but he *never* referred to the matter. [Say: he *did not* ever refer......]

Kipling was *never* born in London. [Say: Kipling was *not* born......]

I *never* remember having met him. [Say: I *do not* remember ever having met him.]

219. Except colloquially, *so* as an adverb of degree must not be used absolutely (*i. e.*, without a correlative). We should say:

He is *very* (not *so*) weak.
Cricket is *very* (not *so*) uncertain.
I was *very* (not *so*) lonely.

220. *That* should not be used instead of *so* as an adverb. We should say:

He went only *so* (not *that*) far.
He was *so* (not *that*) tired that he could scarcely stand.
He was *so* (not *that*) angry that he slammed the book on the table.

221. The adverb *too* means "more than enough," and should not be used instead of *very* or *much*. In the following sentences *too* is used correctly:

The news is *too* good to be true.
My heart is *too* full for words.
The work is *too* much for any man to do single-handed.
He is *too* much exhausted to speak.

222. With Present Participles used as Adjectives, the adverb *very* is used; with Past Participles, the adverb *much* is used.

It is *very* surprising.
He was *much* surprised by the news.

I am *much* interested in your project.
I was *much* inconvenienced.

Note.—A few Past Participles take *very* before them ; as,

I am *very* pleased to hear this.
I was *very* tired.

223. *Of course* is often loosely used for *certainly*, *undoubtedly.* Strictly speaking *of course* should be used to denote a *natural* or an *inevitable* consequence.

Does she sing well ? *Certainly* (not *of course*) she does.

224. Do not use *quite* in the sense of "very" or "to a considerable degree."

I am *very* (not *quite*) sorry to hear the sad news.

Exercise 130.

Correct the following sentences and state your reasons for so doing :—

1. It was bitter cold.
2. I couldn't help not laughing at the joke.
3. I never remember to have seen a more excited football match.
4. He only wrote on one side of the paper.
5. I am very annoyed to hear it.
6. My friend said he never remembered having read a more enjoyable book.
7. This hardly won liberty was not to be lightly abandoned.
8. I am very delighted to see you.
9. No one can write as neat as he does.
10. I cannot by no means allow you to do so.
11. The flowers smell sweetly.
12. I don't know nothing whatever of the matter.

CHAPTER XXIII.

PREPOSITIONS.

225. Sometimes a preposition is wrongly inserted ; as,

It would not suit the rules of art, nor [*of*] my own feelings, to write in that style.

His success was given much prominence [*to*] in the local newspapers.

The Congress could occupy itself with no more important question than [*with*] this.

226. Sometimes a necessary preposition is omitted.

She is a wonder and a monument of what a human being in firm or infirm health is capable *of*.

Tell me whether he influenced you with promises or *with* threats.

227. The use of a preposition at the end of a sentence is awkward and is admissible only when it combines with a preceding intransitive verb to form a compound transitive verb ; as,

He dislikes being *talked about.*

Such a result cannot be *wondered at.*

Mr. Fowler rejects this orthodox view and maintains "the legitimacy of the prepositional ending in literary English." He further remarks: "The remarkable freedom enjoyed by English in putting its prepositions late and omitting its relatives is an important element in the flexibility of the language. The power of saying 'A state of dejection such as they are absolute strangers to' instead of 'A state of dejection of an intensity to which they are absolute strangers' is not one to be lightly surrendered." (*Modern English Usage.*)

Note 1.—When the object of the preposition is the relative pronoun *that*, the preposition is always placed at the end ; as,

Here is the book *that* you asked *for.*

This is the house *that* he came *to.*

Note 2.—The preposition is frequently placed at the end when the object is an interrogative pronoun or a relative pronoun understood ; as,

What are you looking *at* ?

That is the boy [*whom*] I was speaking *of.*

228. *In* is used with names of *countries* and *large towns* ; *at* is more often used when speaking of *small towns* and *villages* ; as,

He is *in* America. They live *in* Delhi.

He lives *at* Andheri *in* Salsette.

229. *In* and *at* are used in speaking of things *at rest*; *to* and *into* are used in speaking of things *in motion*; as,

He is *in* bed.
He is *at* the top of the class.
He ran *to* school.
He jumped *into* the river.
The snake crawled *into* its hole.

230. *On* is often used in speaking of things *at rest*, and *upon* of things *in motion*; as,

He sat *on* a chair. The cat sprang *upon* the table.

231. *Till* is used of *time*, and *to* is used of *place*; as,

I slept *till* eight o'clock.
He walked *to* the end of the street.

232. *With* often denotes the *instrument*, and *by* the *agent*; as,

He killed two birds *with* one shot.
He was stabbed *by* a lunatic *with* a dagger.

233. *Since* is used before a noun or phrase denoting some *point* of time, and is preceded by a verb in some *perfect* tense; as,

I have eaten nothing *since* yesterday.
He has been ill *since* Monday last.
I have not seen him *since* last week.
He has been here *since* nine o'clock.

234. *From* is also used before a noun or phrase denoting some *point* of time, but, unlike *since*, is used with *all* the tenses; as,

I commenced work *from* 1st January.
I shall take rest *from* May.
He will join school *from* to-morrow.

235. *In* before a noun denoting a period of time, means *at the end of*; *within* means *before the end of*; as,

I shall return *in* an hour.
I shall return *within* an hour.

236. *Between* is used with *two* persons or things, *among* with *more than two*; as,

Between Nose and Eyes a strange contest arose.
The two robbers shared the booty *between* themselves.

The Rajputs were a martial people; but they quarrelled *among* themselves.

Polyandry still exists *among* certain tribes.

237. *Beside* means *by the side of*, while *besides* means *in addition to*; as,

Beside the ungathered rice he lay.

Besides his children, there were present his nephews and nieces.

Besides being fined, he was sentenced to a term of imprisonment.

Be careful not to use *beside* for *besides*.

Exercise 131.

Fill in the blanks with appropriate Prepositions :—

1. He was born —— a small village —— Malabar.
2. We started —— six —— the morning.
3. He hanged himself —— a piece of cloth.
4. The portrait was painted —— a famous artist who flourished —— the sixteenth century.
5. I must start —— dawn to reach the station in time.
6. I hope to reach the station —— an hour at the outside.
7. The child has been missing —— yesterday.
8. The caravan must reach its destination —— sunset.
9. The mail train is due —— 3 P. M.
10. He travelled seven miles —— two hours.
11. He rushed —— my room, panting for breath.
12. He does not leave his house —— nine o'clock.
13. The Express departs —— 3 P. M. —— Delhi.
14. An old feud existed —— the two families.

Exercise 132.

Fill in the blanks with appropriate Prepositions :—

1. Human sacrifices were practised —— the Nagas.
2. I received his message —— eight o'clock —— the morning.
3. —— last month I have seen him but once.
4. —— rice they had curry.
5. The fever has taken a turn for the better —— yesterday.
6. He has spent his life —— Calcutta.
7. I saw him felling a big tree —— a hatchet.
8. Come and sit —— me.
9. Nobody —— you knows the truth.
10. While I was —— Delhi he was —— Bombay.
11. He was killed —— the robber —— a hatchet.
12. We shall stay three months —— America.

13. Divide this rupee —— Rama and Govind.
14. —— Rustum and Sohrab, there were three other boys present.
15. —— a Ford, he has a Fiat car.

CHAPTER XXIV.

CONJUNCTIONS.

238. *Except* is not now used as a conjunction equivalent to *unless*.

I shall not come *unless* (not *except*) you need me.
Do not trouble yourself about writing to me, *unless* (not *except*) you are quite in the humour for it.

239. The use of *without* as a conjunction equivalent to *unless* is now bad English.

Unless (not *without*) you apologize I shall punish you.
I shall not go *unless* (not *without*) you do.

240. The adverb *like* is often wrongly used as a conjunction instead of *like as* or *as*.

He speaks *as* (not *like*) his father does.

But it is quite correct to say:

He speaks *like* his father. [*Like* is here a preposition.]

241. *Directly* should not be used as a conjunction, where *as soon as* would in every way be better.

As soon as [not *directly*] the session of 1926 commenced, the Government was pressed to do something for the unemployed.

According to Fowler "the conjunctional use of *directly* is quite defensible, but is chiefly colloquial."

242. The conjunction *that* is sometimes redundantly repeated; as,

He must remember that, although the first people in Europe would like his society, and place him on an equality with themselves, [*that*] none of them would either give or lend him a farthing.

243. Instead of repeating the conjunction used in the preceding clause, some writers have a trick of introducing a subsequent clause by *that*; as,

If I do not speak of them it is *because* they do not come within my subject, and not *that* they are lightly esteemed by me.
[Use *because* instead of *that*.]

244. *Scarcely* should be followed by *when*, and not by *than*.

Scarcely had he gone, *when* (not *than*) a policeman knocked at the door.

245. *No sooner* is followed by *than*, and not by *but*.

No sooner had he returned *than* (not *but*) he was off again.

246. The phrase "seldom or ever" is meaningless. We should say "seldom or never". [§ 216.]

Such goods are made for export, and are *seldom or never* used in this country.

247. Say:

I gave no more than I could *not* help (not *than I could* help).

248. Examine the following sentence:

This is as good as, if not better than, that.

You will notice that *as* is omitted after "as good".

This is as good if not better than that.

But the best way to correct the sentence is to recast it, thus:

This is as good as that, if not better.

249. Care should be taken, when using correlative conjunctions, such as *either...or*, *neither...nor*, *not only...but also*, that they are followed by the same part of speech; as,

He lost *not only* his ticket, *but also* his luggage.

But the following is *incorrect*:

He not only lost his ticket, but also his luggage.

250. *Neither* is followed by *nor*, not by *or*.

He washed *neither* his hands *nor* (not *or*) his face.

CHAPTER XXV.

ORDER OF WORDS.

251. In English, owing to the fewness of the inflexions, the order (or arrangement) of the words in a sentence is of the first importance.

The following is the usual order of words in an English sentence:—

(1) The subject usually comes before the verb; as,

The *dog* bit the horse.
The *people* rang the bells for joy.

(2) The object usually comes after the verb; as,

The horse bit the *dog*.
The King wears a *crown*.

(3) When there is an indirect object and also a direct object, the indirect precedes the direct; as,

Lend *me* your *ears*.

(4) When the adjective is used attributively it comes before the noun which it qualifies; as,

Few cats like *cold* water.
I like the *little* pedlar who has a *crooked* nose.
King Francis was a *hearty* king, and loved a *royal* sport.

(5) When the adjective is used predicatively it comes after the noun; as,

The child is *asleep*.
The horse became *restive*.

(6) The adjective phrase comes immediately after the noun; as,

Old Tubal Cain was a man *of might*.
The tops *of the mountains* were covered with snow.

(7) The adverb is generally placed close to the word which it modifies; as,

Nothing *ever* happens by chance.
John is a *rather* lazy boy.
He worked *only* two sums.
He *never* tells a lie.

Note.—When an adverb is intended to modify the sentence as a whole, it is placed at the beginning of a sentence; as,

Certainly he made a fool of himself.

(8) All qualifying clauses are placed as close as possible to the words which they qualify; as,

He died in the village *where he was born*.
The dog *that bites* does not bark.
People *who live in glass houses* should not throw stones.

252. The normal order of words in a sentence is sometimes altered for *emphasis*; as,

Uneasy lies the head that wears a crown.

Monkeys I detest.
Money you shall have.
Blessed are the merciful.
Great is Diana of the Ephesians.
Great is the struggle, and great is also the prize.
Just and true are all Thy ways.
Fallen, fallen is Babylon!
Silver and gold have I none, but such as I have give I unto thee.

253. Owing to faulty arrangement of words a sentence may be ambiguous, or obscure in meaning, or it may be turned into perfect nonsense ; as,

Few people learn anything that is worth learning easily.
He blew out his brains after bidding his wife goodbye with a gun.
A gentleman has a dog to sell who wishes to go abroad.

It is, therefore, essential that *all qualifying words, phrases and clauses should be placed as near as possible to the words to which they refer.* [*Vide* § 185, 210, 211, 212, 227, 249.]

Exercise 133.

Rewrite the following sentences, improving the arrangement :—

1. For sale, a piano, the property of a musician, with carved legs.
2. He tore up the tender letter which his mother had written him in a fit of peevish vexation.
3. The captain took the things which the gods provided with thankful good humour.
4. Sometimes you will see an alligator lying in the sunshine on the bank eight feet long.
5. All the courtiers told the Queen how beautiful she was all the day long.
6. Mrs. Jeremy Daud was sitting with her husband on the steps of the hotel when Amy and Dulce came up, with her lap full of newspapers.
7. The man ought to be brought before a magistrate who utters such threats.
8. He visited the battlefield where Napoleon was defeated in his holidays.
9. He killed the sparrow which was eating some crumbs with a gun.
10. No magnanimous victor would treat those whom the fortune of war had put in his power so cruelly.
11. The constable said that the prisoner seizing a bolster full of rage and fury had knocked the prosecutor down.

12. A nurse maid is wanted for a baby about twenty years old.
13. I spent the three last days of my holiday in a chair with a swollen leg.
14. This monument has been erected to the memory of John Brown who was accidentally shot by his brother as a mark of affection.
15. In thirty-seven wrecks only five lives were fortunately lost.
16. The following verses were written by a young man who has long since been dead for his own amusement.
17. Many works must close if the strike lasts over the week-end owing to lack of fuel.
18. There will be a meeting of all boys who play cricket and football in the long-room at 4 o'clock.

Exercise 134.

Rewrite the following sentences, improving the arrangement :—

1. These acts were pushed through Parliament in spite of opposition with but little modification.
2. The beaux of that day painted their faces as well as the women.
3. He saw countless number of the dead riding across the field of battle.
4. They only work when they have no money.
5. He refused to relieve the beggar with a frown on his face.
6. His body was found floating lifeless on the water at a short distance from where the boat was upset by a fisherman.
7. He was very fond of her ; he thought of marrying her more than once.
8. It is proposed to construct a bath for males 99 feet long.
9. One day the bird did not perform certain tricks which he had taught it to his satisfaction.
10. I have lately received permission to print the following tale from the author's son.
11. They left the hotel where they had been staying in a motor-car.
12. The Board of Education has resolved to erect a building large enough to accommodate 500 students three stories high.
13. He spoke of the notion that the national debt might be repudiated with absolute contempt.

14. One of the combatants was unhurt, and the other sustained a wound in the arm of no importance.

15. Girl wanted for telephone of nice manners and appearance.

16. He repeated the whole poem after he had read it only once with perfect accuracy.

17. He was shot by a secretary under notice to quit with whom he was finding fault very fortunately without effect.

18. A clever judge would see whether a witness was deliberately lying a great deal better than a stupid jury.

19. I was rather impressed by the manner of the orator than by his matter.

20. He was driving away from the church where he had been married in a coach and six.

21. Stories have often been related of these animals which are of an entirely fictitious character.

CHAPTER XXVI.

WORDS FOLLOWED BY PREPOSITIONS.

254. Certain Verbs, Nouns, Adjectives, and Participles are always followed by particular Prepositions. Read the following sentences, noting the correct usage.

Jaunpur is famous *for* its perfumes.
The goat subsists *on* the coarsest of food.
Ibrahim Adil Shah was fond *of* architecture.
India is a noble, gorgeous land, teeming *with* natural wealth.
Being apprised *of* our approach, the whole neighbourhood came out to meet their minister.
In the classical age the ideal life of the Brahman was divided *into* four stages or *ashrams*.
It is natural in every man to wish *for* distinction.
Lord Curzon was endowed *with* gifts fitted to win eminence in any field of human activity.
The writer is evidently enamoured *of* the subject.
The House of Commons was then almost inaccessible *to* strangers.
Ambition does not always conduce *to* ultimate happiness.
The true gentleman is courteous and affable *to* his neighbours.
Newly acquired freedom is sometimes liable *to* abuse.
Little Jack proved quite a match *for* the giant.
The African elephant is now confined *to* Central Africa.

Camels are peculiarly adapted *to* life in the desert.
He is a man of deep learning, but totally ignorant *of* life and manners.
The income derived *from* the ownership of land is commonly called rent.
The Moors were famous *for* their learning and their skill in all kinds of industries.
Alexander profited *by* the dissensions of the Punjab Rajas.
Few things are impossible *to* diligence and skill.
Ancient India was largely indebted *to* Iranian ideas and practices.
Asoka, although tolerant *of* competing creeds, was personally an ardent Buddhist.
The celebrated grammarian Patanjali was a contemporary *of* Pushyamitra Sunga.
Ivory readily adapts itself *to* the carver's art.
Coleridge's poetry is remarkable *for* the perfection of its execution.
The holly tree is associated *with* scenes of goodwill and rejoicing.
Every quality peculiar *to* the Saxons was hateful to the Britons.
The Assyrians were acquainted *with* the art of inlaying.
His duties were of a kind ill-suited *to* his ardent and daring character.
Man is entirely different *from* other animals in the utter helplessness of his babyhood.
A residence of eight years in Ceylon had inured his system *to* the tropical climate.
The ancient Greeks, though born in a warm climate, seem to have been much addicted *to* the bottle.
He (Dr. Johnson) was somewhat susceptible *to* flattery.
A man who always connives *at* the faults of his children is their worst enemy.
Naples was then destitute *of* what are now, perhaps, its chief attractions.
The cat appears to have originated *in* Egypt or in the East.
Judged *by* its results the policy of Hastings was eminently successful.
In his work Charak often hints *at* the value of sweet oil.
Quinine acts as a preventive *of* malaria.
It was formerly supposed that malaria was due *to* poisonous exhalations.
They were averse *from* (or *to*) the life of camps.
Let us not confuse liberty *with* license.

The majority of the English people were in favour *of* the Stuarts.

The Hotri priests were supposed to be thoroughly versed *in* the ancient Vedic poetry.

Inconsistency consists *in* a change of conduct when there is no change of circumstances which justify it.

The fashions of dress are generally capricious and irreducible *to* rule.

Have nothing to do with one who jests *at* what you or others think sacred.

The Jesuits have always been famous *for* learning.

There is little doubt that the horse was indigenous *to* Central Asia.

Steady application *to* work is the healthiest training for every individual.

The untaught valour of the Britons yielded *to* the arms and discipline of the Romans.

The true gentleman is chivalrous *to* both the rich and the poor.

I fear God, yet am not afraid *of* Him ; His mercies make me ashamed *of* my sins, before His judgments afraid thereof.

He always ascribed *to* his wit that laughter which was lavished at his simplicity.

The conqueror of Gaul aspired *to* the glory of adding Britain to the dominions of Rome.

Many diseases were formerly attributed *to* witchcraft.

The duty of the augurs was to inquire *into* the divine will.

The great error in Rip's composition was an insuperable aversion *to* all kinds of profitable labour.

The progress of a nation from barbarism to civilization produces a change similar *to* that which takes place during the progress of an individual from infancy to mature age.

Columbus was not ignorant *of* the mutinous disposition of his crew, but he still maintained a serene and steady countenance.

The fondness of Henry VIII *for* pomp and pageantry was at all times excessive.

Compare an American boy at eighteen *with* a German or even an English boy of the same age.

There is a general impression in England that the people of the United States are inimical *to* the parent country.

I enjoy seeing a picture instinct *with* life and beauty.

A young shepherd-dog delights *in* driving and running round a flock of sheep, but not in worrying them.

I have been trying all my life to like Scotchmen, and am obliged to desist *from* the experiment in despair.

Socrates had a strong burly figure, prominent and crab-like eyes, a flat nose with broad open nostrils, a large and thick-lipped mouth, and a forehead indicative *of* great mental power.

The public is indebted *to* Tennyson for a restoration of precious Saxon words, too long forgotten.

Every one who carries a watch owes *to* the Babylonians the division of the hour into sixty minutes.

In the Turkish Empire the title of Ghazi implies something similar *to* our "Field Marshal."

To a little child, not only are all living creatures endowed *with* human intelligence, but everything is alive.

Nature is seldom lavish *of* her intellectual gifts.

Trust *in* nothing but in Providence and your own efforts.

The human ear is capable *of* appreciating sounds which arise from about twenty-four thousand vibrations in a second.

Milton's prose writings abound *with* passages compared with which the finest declamations of Burke sink into insignificance.

The modern club is simply a more refined substitute *for* the old-fashioned tavern.

Few of us ever discover bigots among those who agree *with* us.

When a man has been guilty *of* any vice or folly, I think the best atonement he can make for it, is to warn others not to fall into the like.

The accidents which occur from burning charcoal in a stove in a small room are due *to* the inhalation of carbonic oxide formed by incomplete combustion.

The position of the face immediately beneath the brain is peculiarly characteristic *of* man.

The thirsty wanderer is deluded *by* the phantom of a moving, undulating, water surface.

This is a strange, fantastic world, where each one pursues his own golden bubble and laughs *at* his neighbour for doing the same.

The whole country was suffering *from* a financial crisis of intense severity.

The rites of Bachhus, being accompanied *by* gross and scandalous obscenity, were suppressed.

None of the Malayan races have the oblique eyes which are characteristic *of* the more typical Mongols.

If you are not fit *for* the post, you will not be selected.

These girls are twins yet they differ *from* each other in many respects.

Exercise 135.

Complete the following :—

1. He showed a marked distaste ——.
2. I do not like to intrude ——.
3. I will not acquiesce ——.
4. No man is indifferent ——.
5. He is an adept ——.
6. This book is replete ——.
7. His conduct does not accord ——.
8. That boy is not amenable ——.
9. His father connived ——.
10. He has considerable influence ——.
11. He is ineligible ——.
12. He soon became reconciled ——.
13. Alcohol is injurious ——.
14. Pay great attention ——.
15. Do not associate ——.
16. The British Parliament is composed ——.
17. He stood surety ——.
18. His face reminds me ——.
19. He is conscious ——.
20. He is deficient ——.
21. He is weak ——.
22. He is unfit ——.
23. He is married ——.
24. His friends condoled ——.
25. God has conferred ——.
26. I am quite aware ——.
27. The child is afraid ——.
28. He was accused ——.
29. I am very much indebted ——.
30. The house is infested ——.
31. He has great influence ——.
32. The Headmaster is popular ——.
33. The police suspect him ——.
34. That ship is bound ——.
35. That old man is blind ——.
36. Will you accede —— ?
37. Will you comply —— ?
38. He died ——.
39. He is well versed ——.
40. I have no taste ——.
41. I am very sensible ——.
42. We are responsible ——.
43. He is a relation ——.
44. He is related ——.
45. I have a great regard ——.
46. I am anxious ——.
47. He is a great authority ——.
48. He begged a favour ——.
49. I will not hide the truth ——.
50. Never impute motives ——.

Exercise 136.

Construct sentences containing the following expressions :—

Afflicted with leprosy; sanguine of success; commit to memory; specific for malaria; allowance for short weight; appropriate to the occasion; abstain from animal food; antipathy to dogs; convulsed with laughter; contrary to expectation; infested with vermin; touched with pity; subversive of discipline; beneficial to health; tantamount to a refusal; worthy of praise; beset with difficulties; accountable to God; atone for misdeeds; addicted to opium; entitled to consideration; heedless of consequences; deaf to entreaties; aptitude for business; incentive to hard work; sensitive to criticism; indifferent to praise or blame.

Exercise 137.

Fill in the blanks with appropriate Prepositions :—

1. The Nizam subscribed a handsome sum —— the Flood Relief Fund.
2. His friends condoled —— him —— his bereavement.
3. He quarrelled —— me —— a trifle.
4. He readily complied —— my request.
5. He dispensed —— the services of his dishonest clerk.
6. He yielded —— superior force.
7. He despaired —— success.
8. He supplied the poor —— clothing.
9. His friends disagreed —— him on that point.
10. He acceded —— my request.
11. He abstains —— liquor.
12. He was found guilty —— manslaughter.
13. He is incapable —— doing good work.
14. He is married —— my cousin.
15. He is sensible —— your kindness.
16. He is true —— his king.
17. He is involved —— difficulties.
18. The auditor is entitled —— his remuneration.
19. I prefer tea —— coffee.
20. I don't concur —— you —— that opinion.
21. There is no exception —— this rule.
22. I am obliged —— you —— your kindness.
23. I am not envious —— his success.
24. I am convinced —— the necessity of prudence.
25. We should rely —— our own efforts.
26. I inquired —— the servant if his master was at home.

27. I purposely refrained —— saying more.
28. I insisted —— going.
29. I exchanged —— him my gramophone —— a camera.
30. I assented —— his proposal.

Exercise 138.

Fill in the blanks with appropriate Prepositions :—

1. I am not satisfied —— your explanation.
2. You must conform —— the regulations.
3. He did not profit —— experience.
4. We should all aim —— excellence.
5. Alcohol is injurious —— health.
6. He is innocent —— the crime.
7. The stories in that book are full —— interest.
8. Don't associate —— disreputable people.
9. Do not indulge —— strong language.
10. He is dependent —— his parents.
11. He is abstemious —— eating and drinking.
12. He is grateful —— his master —— many favours.
13. He is prompt —— carrying out orders.
14. He is vain —— his attainments.
15. He is deficient —— common sense.
16. He is vexed —— me.
17. He is indifferent —— his own interests.
18. He is proficient —— mathematics.
19. He is not ashamed —— his conduct.
20. He is devoid —— sense.
21. He is suspicious —— all his neighbours.
22. He has a passion —— arguing.
23. Recently there has been a reduction —— the price of milk.
24. He proved false —— his friend.
25. A square may be equivalent —— a triangle.
26. The avaricious man is greedy —— gain.
27. He is very different —— his brother.
28. The head-dress of the Cossacks is similar —— that of the ancient Persians.
29. He was born —— humble parents in Nasik.
30. His views do not accord —— mine.

Exercise 139.

Fill in the blanks with appropriate Prepositions :—

1. Temperance and employment are conducive —— health.
2. A policeman rescued the child —— danger.
3. Dogs have antipathy —— cats.

4. He promised not to do anything repugnant —— the wishes of his parents.
5. He is not the man to allow anyone to encroach —— his rights.
6. Some of the members of the Assembly complained —— increased military expenditure.
7. Even his enemies admit that he is endowed —— rare talents.
8. He inspires respect —— his friends.
9. Our path is beset —— difficulties.
10. He was not able to give a satisfactory explanation —— his absence.
11. His illness is a mere pretext —— his absence.
12. He has been very much indulgent —— his children.
13. This discussion is hardly relevant —— the subject.
14. Contentment is essential —— happiness.
15. Early rising is beneficial —— health.
16. He is not likely to do anything detrimental —— our interests.
17. His benefactions must redound —— his credit.
18. Only graduates are eligible —— the post.
19. He is capable as a leader, but intolerant —— opposition.
20. Boys over sixteen are debarred —— competing.
21. Father Damien consecrated his life —— ameliorating the lot of lepers.
22. That rule is not applicable —— your case.
23. A public man should be tolerant —— criticism.
24. He is willing to make a concession —— the demands of his employees.
25. I often find him absorbed —— thought.
26. The accommodation is adequate —— our needs.
27. The hotel is adjacent —— the station.
28. The authorship of the book is wrongly ascribed —— him.
29. Never do anything that is not compatible —— public safety.
30. His father often connives —— his follies.

Exercise 140.

Fill in the blanks with appropriate Prepositions :—

1. Some public men are very sensitive —— criticism.
2. He is addicted —— gambling.
3. You need not be afraid —— being late.
4. Death is preferable —— disgrace.
5. Cats are tenacious —— life.

6. It is not true that the study of sciences tends —— atheism.
7. Some modern novels tend —— encourage vice.
8. He was angry —— me, because he thought my remark was aimed —— him.
9. The climate of Rangoon does not agree —— him.
10. His plans are adverse —— my interests.
11. The question of unemployment bristles —— difficulties.
12. Although he was bred —— the law, he became a successful journalist.
13. Generally, the rich are more covetous —— money than the poor.
14. He is still smarting —— rebuke.
15. He scoffed —— the idea of a revolution.
16. He has reverted —— his former post.
17. The battle resulted —— a victory for the allies.
18. He restored the article —— its rightful owner.
19. The whole theory rests —— no firmer foundation than mere conjecture.
20. The ultimate decision rests —— the board of directors.
21. Only when persuasion failed the police resorted —— force.
22. Superstitious fears preyed —— his mind and made him miserable.
23. He piques himself —— his artistic taste.
24. They now jeered —— him whom they had once acclaimed as their hero.
25. His followers now began to intrigue —— his adversary.
26. She interceded —— her husband on behalf of the people.
27. It is not easy to infer —— his account the real state of affairs.
28. He died without imparting —— anyone the secret of his process.
29. His statement was tantamount —— a confession.
30. The facts point —— a different explanation.
31. His friends prevailed —— him to withdraw his resignation.
32. Few boys are not amenable —— discipline.

Exercise 141.

Fill in the blanks with appropriate Prepositions :—

1. Silkworms feed —— mulberry trees.
2. Pavlova excels —— dancing.
3. The wild boar abounds —— some parts of Europe.

4. He has no special liking —— mathematics.
5. Asoka is worthy —— remembrance.
6. The godown is infested —— rats.
7. There is no exception —— this rule.
8. Nothing conduces —— happiness so much as contentment.
9. Alcohol is injurious —— health.
10. Oil is good —— burns.
11. Invalids are not capable —— continued exertion.
12. The British Parliament is composed —— two Houses.
13. Do not confide your secrets —— every one.
14. He is abstemious —— his habits.
15. He is ignorant —— what he pretends to know.
16. My brother is weak —— mathematics.
17. He has conceived an aversion —— all kinds of profitable labour.
18. Birbal is celebrated —— his witty sayings.
19. The avaricious man is greedy —— gain.
20. The Atlantic separates Europe —— America.
21. Adam assigned —— every creature a name peculiar —— its nature.
22. Temperance and employment are conducive —— health.
23. A brave boy rescued the child —— danger.
24. Liége was the key —— Belgium.
25. Marshal Foch covered himself —— glory.

Exercise 142.

Fill in the blanks with appropriate Prepositions :—

1. Elizabeth knew how to inspire her soldiers —— hope.
2. Long indulgence —— vice impaired his once robust constitution.
3. Early rising is beneficial —— health.
4. We should live in a style suited —— our condition.
5. Examinations act as an incentive —— diligence.
6. Hard work and perseverance are indispensable —— success in life.
7. He is too miserly to part —— his money.
8. He is a clever man, but unfortunately diffident —— his powers.
9. Suddenly we were enveloped —— dense fog.
10. Many aspire —— greatness, but few attain it.
11. His income is not adequate —— his wants.
12. The soil of Poona is favourable —— roses.
13. I am sick —— the whole business.
14. A car will be a great convenience —— a busy man like him.

15. Whoever acts contrary —— nature does not go unpunished.
16. The authorship of the Letters of Junius has been attributed —— no less than fifty different persons.
17. The battle resulted —— a victory for the allies.
18. The Germans were called baby-killers and their methods of warfare were stigmatized as a reproach —— civilization.
19. The mule was partially relieved —— the load.
20. America has raised a tariff wall to protect home industries —— foreign competition.
21. The facts point —— a different conclusion.
22. Your wish is tantamount —— a command.
23. The United States is committed —— the policy of total prohibition.
24. One is sure —— what one sees.
25. He is indifferent alike —— praise and blame.

Exercise 143.

Fill in the blanks with appropriate Prepositions :—

1. No doubt he has achieved much, but I cannot give him credit —— all that he boasts ——.
2. The despotism of custom is everywhere the standing hindrance —— human achievement.
3. He is indebted —— his friend —— a large sum.
4. What Dr. Arnold mainly aimed ——, was to promote the self-development of the young minds committed —— his charge.
5. He was so much enamoured —— her that he forgot his duties —— his children.
6. It is difficult to agree —— those critics who ascribe the works of Shakespeare —— Bacon.
7. In his autobiography he refers —— his abhorrence —— animal diet.
8. He conversed —— us —— subjects —— varied interest.
9. The accident happened —— him —— a late hour and —— an out-of-the-way place.
10. A cashier is liable —— render account —— the money received —— him.
11. The soldiers —— the fort were provided —— provisions to last them a year.
12. We are accountable —— God —— our actions.
13. Let us vie —— one another —— doing good.
14. His thirst —— knowledge left him no leisure —— anything else.
15. The rich and the poor alike nobly responded —— the call —— further funds.

16. For those who suffer —— nerves the remedy lies —— perfect rest.
17. A slave lies —— the necessity —— obeying his master's orders.
18. The heir —— the throne was free —— physical or moral taint.
19. He impressed —— them that sorcery was vital —— their success.
20. Methylated spirit is spirit of wine made undrinkable by mixing it —— methyl to exempt it —— duty.

Exercise 144.

Fill in the blanks with appropriate Prepositions :—

1. To love our country, to be interested —— its concerns, is natural —— all men.
2. He complained —— his weak eyes and lamented the necessity —— spectacles.
3. Samudragupta was known —— his skill —— music and song ; he was equally proficient —— the allied art of poetry.
4. It is the grasping of power combined —— the thirst —— fame which constitutes ambition.
5. It would be well for us to admire what is worthy —— admiration in such a people, rather than to carp —— their errors.
6. The common fallacy is, that intimacy dispenses —— the necessity of politeness. The truth is just the opposite —— this.
7. The title Master was originally prefixed —— the name of a person of rank or learning ; it is now restricted —— boys.
8. Even as a war minister, Pitt was scarcely entitled —— all the praise which his contemporaries lavished —— him.
9. History, as well as daily experience, furnishes instances of men endowed —— the strongest capacity —— business and affairs, who have all their lives crouched under slavery to the grossest superstition.
10. He has no liking —— cards, and lately he has taken a dislike —— outdoor exercise.
11. At first Turkey refused to acquiesce —— the new arrangement, but ultimately yielded —— the logic of facts.
12. The hippopotamus feeds chiefly —— aquatic plants, but also seeks its food on land and is sometimes destructive —— cultivated crops.
13. Learning is knowledge especially as acquired —— study ; it is frequently contrasted —— knowledge or wisdom gained —— experience.

14. At the eleventh hour he retired —— the contest, leaving the field open —— his opponent.

15. Coriolanus, with all his greatness, was entirely devoid —— all sympathy —— the people.

16. From this time he became habitually depressed and moody, and addicted —— the frequent use —— chloral.

17. The first acts of the new administration were characterized rather —— vigour than —— judgment.

18. They were statesmen accustomed —— the management —— great affairs.

19. Measure yourself —— your equals; and learn —— frequent competition the place which nature has allotted —— you.

20. Contrary —— my instructions, he went —— his depth and would certainly have met —— a fatal mishap but for the timely help rendered —— him.

255. Sometimes a word takes a certain Preposition after it in one context and a different Preposition in another context.

We should accommodate ourselves *to* circumstances. My friend accommodated me *with* a loan.

I differ *with* you *on* this question. Your car differs *from* mine *in* several respects.

I am anxious *about* the result. I am anxious *to* avoid misunderstanding. Her parents are anxious *for* her safety.

He has retired *from* business. He has retired *into* private life.

He has great influence *over* his disciples. He has hardly any influence *with* the Vazier. The remarks of his critics had considerable influence *on* his writings.

All his life he laboured *for* the good of humanity. He is labouring *under* a misapprehension. He laboured *at* his dictionary for twelve years.

Trespassers are liable *to* a fine of Rs. 50. He is liable *for* his wife's debts.

Exercise 145.

Fill in the blanks with appropriate Prepositions:—

1. A child is not able to distinguish good — evil. Death does not distinguish — the rich and the poor. Sir Roland Ross is distinguished — his medical researches. Punch is distinguished — his hunchback. (between, by, for, from.)

2. On account of his age he is disqualified — competing. Ill health disqualifies the body — labour and the mind — study. (for, from.)

3. Innocence is not proof — scandal. He was discharged as there was no proof — his guilt. (against, of.)

4. He has no good cause — complaint. Darkness was the cause — his losing his way. (for, of.)

5. True charity does not consist — indiscriminate almsgiving. Brass consists — copper and zinc. (in, of.)

6. I am not concerned — his affairs. I am not concerned — him — that business. He was much concerned — hearing the sad news. His parents are naturally concerned — his safety. (about, at, for, in, with.)

7. He parted — his friends in high spirits. He parted — his property and went on pilgrimage to Dwarka. (from, with.)

8. He acted — fear. He acted — my suggestion. He acted — compulsion. (from, under, upon.)

9. He succeeded — the throne of his uncle. He succeeded — his object. (in, to.)

10. He agreed — my proposal. He agreed — me on that question. They could not agree — themselves. (among, to, with.)

11. The patient is now free — danger. He is free — his money. The goods were passed free — duty. (from, of, with.)

12. I prevailed — him to join our Union. He prevailed — me in the dispute. The peculiar custom prevails — the Todas. (among, over, upon.)

13. He deals — Indian goods only. Our firm deals — several leading merchants. He deals generously — his subordinates. (by, in, with.)

14. The city is well provided — corn. We should provide — risk of fire by insuring our goods. He has provided — his children. (against, for, with.)

15. The police is entrusted — the enforcement of law and order. The children were entrusted — the care of their uncle. (to, with.)

16. This edition of Ivanhoe is adapted — Indian boys. The form and structure of nests are adapted — the wants and habits of each species. Many Urdu plays are adapted — English. (for, from, to.)

17. We are all slaves — convention. No man should be a slave — his passions. (of, to.)

18. He is blind — one eye. Are you blind — your own interests ? (of, to.)

19. There is no exception — this rule. All ministers were present at the function with the exception — Mr. Smith. He took exception — the presence of an outsider. (against, of, to.)

20. His creditors became impatient — payment. Impatient — delay, he knocked at the door rather loudly. The people became impatient — the burden of heavy taxation. (at, for, under.)

Exercise 146.

Fill in the blanks with appropriate Prepositions :—

1. He invested his patrimony — jute shares. The Police Commissioner is invested — magisterial powers. (in, with.)
2. Let us talk — something else. For a while they talked — politics. I will talk — my son respecting his conduct. (about, of, to.)
3. He takes no interest — politics. What you say has no interest — me. I have no interest — the agents of the firm. (for, in, with.)
4. He has a reputation — honesty. He has the reputation — being a good teacher. (for, of.)
5. He exercises complete authority — his followers. There is no authority — this use. I say this on the authority — the Oxford English Dictionary. Dr. Bridges is an authority — English prosody. (for, of, on, over.)
6. He fell a victim — his own avarice. The victims — cholera were mostly poor people. (of, to.)
7. I have no use — it. He has lost the use — his right arm. (for, of.)
8. There are some diseases that proceed — dirt. After visiting Agra we proceed — Delhi. Let us proceed — the work in hand. (from, to, with.)
9. He supplied the poor — clothing. He supplied clothing — the poor. (to, with.)
10. She was greatly afflicted — the loss of her only child. The old man is afflicted — gout. (at, with.)
11. The teacher impressed — us the value of discipline. We were impressed — what he said. (on, with.)
12. The operation was accompanied — little or no pain. She was accompanied — her brother. (by, with.)
13. The English allied themselves — the French. Elementary Algebra is allied — Arithmetic. (to, with.)
14. Napoleon had a genius — military tactics. Without doubt he is a genius — mathematics. (for, in.)
15. The idea originated — him while he was travelling in Japan. The fire originated — a haystack. (in, with.)
16. He jumped — a conclusion not warranted by facts. The child jumped — joy when I gave him sweets. He jumped — my offer. (at, for, to.)
17. He is negligent — whatever he does. He is negligent — his duties. (in, of.)

18. Contentment is requisite — happiness. He is told that prolonged treatment is requisite — effecting a cure. (for, to.)

19. His shattered health is the result — intemperance. Jealousy results — unhappiness. No good is likely to result — this union. (from, in, of.)

20. It does not rest — the Collector to order his release. His whole case rests — alibi. (on, with.)

21. Most of the roads in that district are not suitable — motor-cars. He lives in a style suitable — his position. (for, to.)

22. He responded — the ladies in a humorous speech. The boy immediately responded — a blow. He responded — his toast in a neat little speech. (for, to, with.)

256. Some related words take different Prepositions after them.

I acted *according to* his advice.
In *accordance with* his advice I took quinine.

She has great *affection for* her grandchildren.
The old lady is *affectionate to* all.

The flood and ebb tides *alternate with* each other.
The *alternative to* submission is death.

It is all due to his *ambition for* fame.
He is *ambitious of* fame.

He is *capable of* anything.
He has not the requisite *capacity for* his work.

He has great *confidence in* his assistant.
He is quite *confident of* success.

What a *contrast to* his brother!
What a *contrast between* them!
The present speech is mild *contrasted with* his past utterances on the same subject.

It is not likely to *derogate from* his merit.
He never said or did anything *derogatory to* his high position.

He is *descended from* a noble family.
He is a *descendant of* the former Nawab of Oudh.

He has no *desire for* fame.
He is *desirous of* visiting Agra.

He was *equal to* the occasion.
He is to be blamed *equally with* his brother.

The coat fits me well *except for* the collar.
I take *exception to* your remark.

The child is *fond of* sweets.
She has great *fondness for* children.

The drama is *founded on* an episode in the Ramayana.
It has however no *foundation in* fact.

He *hindered* me *from* going.
Child-marriage is a great *hindrance to* progress.

He is quite *infatuated with* her.
His *infatuation for* that girl led him astray.

He has no *liking for* cards.
Most women have a *dislike of* snakes.

He is *neglectful of* his dress.
I have often found him *negligent in* this work.

They say he is *partial to* his friends.
Children show a *partiality for* sweetmeats.

I have no *prejudice against* foreigners.
Such a step will be *prejudicial to* your interests.

He is *prepared for* anything.
Preparatory to taking extreme measures, his father once again warned him.

Pursuant to our conversation, I now send you a cheque for Rs. 500 as my contribution to the fund.
In *pursuance of* your instructions, we are writing to-day to the Collector.

I am of opinion that he is *qualified for* the post.
He is *qualified to* grant death-certificates.
He is *disqualified from* practising as a pleader.

As a *result of* the injury received by him, he died of tetanus.
It is said that nothing *resulted from* the conference.

I have great *respect for* his learning.
He is *respectful to* his superiors, without being servile.

He *seized upon* the opportunity offered to him.
The *seizure of* his property was carried out under direct orders from the Rajah.

I assure you that I am *sensible of* your kindness.
His paralysed arm is *insensible to* feeling.

Subsequent to the meeting he wrote a letter to *The Mail.*
Consequent upon this letter, the agents of the company filed a suit against him for defamation.

Trust in God and do what is right.
His *distrust of* his assistants is perhaps unfounded.

The country suffers for *want of* skilled labour.
He is *wanting in* a little common sense.

257. Sometimes a verb is followed by a preposition; sometimes no preposition follows it. The meaning however is not always the same in both cases.

I *call* that mean. I *called on* him at his office.
I don't *catch* your meaning. A drowning man *catches at* a straw.
This *closed* the proceedings. After a little higgling he *closed with* my offer.
He *commenced* life as a shop-assistant. The proceedings *commenced with* a song.
Have you *counted* the cost? I *count upon* your advice and co-operation.
He *dealt* unfairly in this matter. He *deals in* cotton and cloth.
The compounder *dispenses* medicines. His master *dispensed with* his services.
He *gained* his object by persuasion. He *gained upon* his rich uncle by his suave manners.
He *grasped* the meaning of the passage in no time. Like a shrewd man of business he *grasped at* the opportunity.
I *met* him on my way to the station. His appeals for funds *met with* a poor response.
He always *prepares* his speech. Our soldiers *prepared* themselves *for* the offensive.
The police *searched* the house of the suspect. We *searched for* the lost article.

258. Do not use the infinitive with certain words which require a preposition followed by a gerund or by a verbal noun.

He is addicted to gambling. [Not: to gamble.]
Let us aim at doing good. [Not: to do good.]
I assisted her in climbing the hill.
He is averse to playing cards.
I do not believe in pampering servants.

I am bent on attending the meeting.
He has hardly any chance of succeeding.
He is confident of securing the first prize.
The custom of tipping is prevalent everywhere.
He is desirous of visiting Japan.
He despaired of achieving his object.
There is some difficulty in perceiving his meaning.
Hereafter he is disqualified for holding any government post.
Remember the duty of helping the poor.
Pavlova excels in dancing.
You can have no excuse for talking bluntly.
He is expert in inventing stories.
I am fond of reading novels.
The firm was fortunate in securing the Rajah's patronage.
What hindered you from visiting the Museum ?
He was disappointed in the hope of being rewarded.
He felt the humiliation of withdrawing his words.
We should be indefatigable in doing good.
I insisted on having my say.
He is intent on visiting Norway.
You were not justified in imputing motives to him.
He has a knack of doing it.
He appreciated the necessity of acting promptly.
He persisted in disobeying the orders.
He lacks the power of imparting, although he is a good mathematical scholar.
The practice of cramming is rightly regarded as an evil.
It was only a pretext for delaying the matter.
What is there to prevent him from leaving Madras ?
I had the privilege of knowing him intimately.
They were prohibited from entering the village.
I refrained from hurting his feelings.
You were right in suspecting him.
There is little satisfaction in sitting idle.
He has no scruple in begging.
He succeeded in convincing his critics.
He thought of eluding his pursuers.
I am tired of writing letters to him.

Note.—Sometimes both constructions are allowable ; *e. g.*,

He was afraid of telling the truth.
He was afraid to tell the truth.
He at last got the opportunity of meeting him.
He at last got the opportunity to meet him.

259. On the other hand certain words always take the infinitive after them ; as,

He advised us to desist from that attempt.
I decline to say anything further.
I expect to meet opposition.
It is hard to get access to him.
He hopes to win the first prize.
We are all inclined to judge of others as we find them.
He intends to compile a Marathi dictionary.

CHAPTER XXVII.

IDIOMS.

260. Idioms may be defined as expressions peculiar to a language. They play an important part in all languages.

261. Many verbs, when followed by various prepositions, or adverbs, acquire an idiomatic sense ; as,

He backed up (supported) his friend's claim.
The present disturbances will soon blow over (pass off).
The police produced evidence to bear out (substantiate) the charge of murder.
You must not build your hopes upon (rely upon) his promises.
The matter has been cleared up (explained).
I readily closed with (accepted) his offer.
He is ready to dispose of (sell) his car for Rs. 1,500.
Rust has eaten away (corroded) the plate.
They fixed upon (chose) him to do the work.
My good behaviour so far gained on (won the favour of) the emperor that I began to conceive hopes of liberty.
The habit of chewing tobacco has been growing upon (is having stronger and stronger hold over) him.
Please hear me out (*i. e.*, hear me to the end).
I have hit upon (found) a good plan to get rid of him.
About an hour ago I saw a fellow hanging about (loitering about) our bungalow.
These events led up to (culminated in) the establishment of a republic.
During excavations one of the workmen lighted upon (chanced to find, discovered) a gold idol.
During her long illness she often longed for (desired) death.

I could not prevail on (persuade, induce) him to attend the meeting.
For years I could not shake off (get rid of) my malaria.
I threatened to show him up (expose him).
All eyes turned to him because he was the only person who could stave off (prevent, avert) the impending war.
He is sticking out for (persists in demanding) better terms.
I must think the matter over (*i. e.*, consider it).
Train up (educate) a child in the way he should go; and when he is old he will not depart from it.
That fellow trumped up (concocted, fabricated) a story.
He seems to be well off (in comfortable circumstances).

Bear.

Satish bore away (won) many prizes at the school sports.
The new Sultan has been able to bear down (overthrow, crush) all opposition.
His evidence bears out (confirms, corroborates) the evidence of the first witness.
In his misfortune God gave him strength to bear up (to keep up spirits, not to despair).
A religious hope bears up (supports) a man in his trials.
His evidence did not bear upon (was not relevant to) the inquiry.
I trust you will bear with (have patience with, show forbearance to) me a few minutes more.

Break.

He broke down (failed) in the middle of his speech.
He broke off (stopped suddenly) in the middle of his story.
I gave him no cause to break with (quarrel with) me.
The burglars broke into (entered by force) the house.

Bring.

His folly has brought about (caused) his ruin.
Idleness and luxury bring forth (produce, cause) poverty and want.
He brought forward (adduced) several cogent arguments in support of his scheme.
That building brings in (yields as rent) Rs. 700 a month.
Our teacher often tells us a story to bring out (show) the meaning of a lesson.

The publishers have recently brought out (published) a cheap edition of their new dictionary.
He found great difficulty in bringing her round (converting her) to his views.
She brought up (reared) the orphan as her own child.

Call.

His master called for (demanded) an explanation of his conduct.
New responsibilities often call out (draw forth) virtues and abilities unsuspected before.
Call in (summon, send for) a doctor immediately.
He called on me (paid me a brief visit) yesterday.
The old man could not call up (recollect) past events.

Carry.

He agreed to carry out (execute) my orders.
His passion carried him away (*i. e.*, deprived him of self-control).
His son carried on (managed) his business in his absence.
Many persons were carried off (killed) by plague.

Cast.

The ship was cast away (wrecked) on the coast of Africa.
He was much cast down (depressed) by his loss.

Come.

How did these things come about (happen)?
How did you come by (get) this purse ?
When does the Convocation come off (take place)?
At last the truth has come out (transpired).
The taxes come to (amount to) a large sum.
The question came up (was mooted or raised for discussion) before the Municipal Corporation last week.
I expect he will come round (recover) within a week.
I hope he will come round (agree) to our views.

Cry.

Men of dissolute lives cry down (depreciate) religion, because they would not be under the restraints of it.
He cried out against (protested against) such injustice.
That young author is cried up (extolled) by his friends.

Cut.

He was cut off (died) in the prime of life.
You must cut down (reduce) your expenditure.
He is cut out for (specially fitted to be) a sailor.
His wife's death cut him up (afflicted him, distressed him) terribly.

Do.

I am done for (ruined).
Having walked twenty miles, he is quite done up (fatigued, exhausted).

Fall.

At last the rioters fell back (retreated, yielded).
At my friend's tea-party I fell in with (met accidentally) a strange fellow.
The measure falls in with (happens to meet) the popular demand.
The scheme has fallen through (failed) for want of support.
I am told the two brothers have fallen out (quarrelled).
It is said that the standard of efficiency in public service has recently fallen off (deteriorated).
In the second school-term the attendance fell off (diminished).

Get.

His friends expected that he would get off (escape) with a fine.
It is hard to get on with (agree or live sociably with) a suspicious man.
The thief got away (escaped) with my cash-box.
I can't get out (remove) this stain.
The revolt of the tribal chiefs has been got under (subdued).
The dog tried to get at (attack) me.
He has got through (passed) his examination.
They soon got the fire under (under control) by pouring buckets of water over it.
You were lucky to get out of (escape from) his clutches.

Give.

We are credibly informed that the murderer has given himself up (surrendered himself) to the police.

The doctors have given him up (*i. e.*, have no hope of his recovery).
Soon after it was given forth (published, noised abroad), and believed by many, that the King was dead.
The fire gave off (emitted) a dense smoke.
The strikers seem determined, and are not likely to give in (submit, yield).
It was given out (published, proclaimed) that he was a bankrupt.
The horses gave out (were exhausted) at the next milestone.
The rope gave way (broke, snapped) while the workmen were hauling up the iron pillar.
He would not listen to me at first, but at last he gave way (yielded).
The Governor gave away (distributed, presented) the prizes.
Give over (abandon) this foolish attempt.
In his cross-examination he ultimately gave himself away (betrayed himself).

Go.

You cannot always go by (judge from) appearances.
It is a good rule to go by (to be guided by).
He promised to go into (examine, investigate) the matter.
Have you anything to go upon (*i. e.*, any foundation for your statement)?
We have no data to go upon (on which to base our conclusions).
That story won't go down (be believed).
The concert went off well (was a success).
The auditor went over (examined) the balance sheet.
The poor woman has gone through (suffered) much.
I must first go through (examine) the accounts.

Hold.

The rebels held out (offered resistance) for about a month.
He holds out (gives) no promise of future prospects.
They were held up (stopped on the highway and robbed) by bandits.
The subject is held over (deferred, postponed) till the next meeting.

Keep.

A few boys were kept in (confined after school-hours).
I was kept in (confined to the house) by a bad cold.

They kept up (carried on) a long conversation.
Little disputes and quarrels are chiefly kept up (maintained) by those who have nothing else to do.
He is trying his best to keep up (maintain) the reputation of his family.
The rubber syndicate keeps up (maintains) the price.
She kept on (continued) talking.
I shall keep back (conceal) nothing from you.

Knock.

He has knocked about (wandered about) the world a great deal.
The dressing-table was knocked down (sold at an auction) for fifty rupees.
We were greatly knocked up (exhausted) after our steep climb.

Lay.

The rebels laid down (surrendered) their arms.
He had laid out (invested) a large sum in railway shares.
Foolish people, who do not lay out (spend) their money carefully, soon come to grief.
He is laid up (confined to his bed) with fever.
He resolved to lay by (save for future needs) a part of his income.

Let.

I was let into (made acquainted with) her secret.
This being his first offence he was let off (punished leniently) with a fine.

Look.

His uncle looks after (takes care of) him.
He looks down upon (despises) his poor cousins.
Look up (search for) the word in the dictionary.
The old man is looking forward to (expecting with pleasure) the visit of his grandchildren.
I will look into (investigate) the matter.
I look on (regard) him as my son.
Some look to (rely on) legislation to hasten the progress of social reforms.
Look to (be careful about) your manners.

Prices of piece-goods are looking up (rising).
Things are looking up (improving).
His friends look up to (respect) him.
He will not look at (*i. e.*, will reject) your offer.

Make.

Contentment makes for (conduces to) happiness.
He made over (presented, gave in charity) his bungalow to the Islam Orphanage.
I cannot make out (discover) the meaning of this verse.
I cannot make out (read, decipher) his handwriting.
You have failed to make out (prove) your case.
Sometime ago the two brothers quarrelled, but they have now made it up (become reconciled).

Pass.

He generally passed by (overlooked) the faults of his subordinates.
The crew of the boat passed through (underwent) terrible sufferings.
He passed himself off as (pretended to be) a nobleman.
He passes for (is regarded as) a great Sanskritist.

Pick.

The Committee picked out (selected) the best players for the team.
He lost twenty pounds in sickness, but is now picking up (regaining or recovering health).

Pull.

Unless we pull together (co-operate, work together in harmony) we cannot succeed.
My cousin pulled through (passed with difficulty) the examination.
The doctor says the patient will pull through (recover from his illness).
It is far easier to pull down (demolish) than to build up.
He was pulled up (scolded, rebuked) by the President.

Put.

He puts on (assumes) an air of dignity.
Please, put out (extinguish) the light.

He was put out (vexed, annoyed) when I refused his request for a loan.
The plaintiff was put out (disconcerted) when the suit was dismissed.
He tried to put me off (evade me, satisfy me) with promises.
He has put in (made, sent in) a claim for compensation.
While travelling I had to put up with (endure) a good deal of discomfort.
I cannot put up with (tolerate) his insolence.
They put him up to (incited him to) mischief.
I am sorry to put you to (give you) so much trouble.
He put off (postponed) his departure for a week.
The measure was put through (passed) without opposition.

Run.

On account of overwork he is run down (enfeebled).
He always runs down (disparages) his rivals.
The lease of our premises has run out (expired, come to an end).
He has run through (squandered away) his fortune.
The tailor's bill has run up to (amounted to) a large amount.
He has run into (incurred) debt.
While turning the corner I ran against (chanced to meet) an old friend.
Recently my expenses have run up (increased) considerably.
The cistern is running over (overflowing).

See.

I saw through (detected) the trick.
It is hard to see into (discern) his motive.
His friends were present at the station to see him off (witness his departure).

Set.

The High Court set aside (annulled) the decree of the lower court.
He immediately set about (took steps towards) organizing the department.
He set off (started) for Peshawar early this morning.
The frame sets off the picture (*i. e.*, enhances its beauty by contrast).
He has set up (started business) as a banker.

I have enough capital to set me up (establish myself) in trade.
He hired a palatial bungalow and set up for (pretended to be) a millionaire.
I was obliged to set him down (snub him).
You may set down (charge) this loss to me.
Who set you on (instigated you) to do it?
These seats are set apart (reserved) for ladies.
In his speech on prohibition, he set forth (explained, made known) his views at length.
The robbers set upon (attacked) the defenceless travellers.
Winter in England sets in (begins) about December.

Speak.

In Bombay there is no free library to speak of (worth mentioning).
I was determined to speak out (express my opinion freely).

Stand.

They are determined to stand up for (vindicate, maintain) their rights.
Let this matter stand over (be deferred or postponed) for the present.
It is hard, but I think I can stand it out (endure it to the end without yielding).
He is always standing up for (championing the cause of) the weak and the oppressed.
We shall be formidable if we stand by (support) one another.

Strike.

He is struck down with (attacked by) paralysis.
The Medical Council struck off (removed) his name from the register of medical practioners.
While we were planning a family picnic, my sister struck in (interrupted) with the suggestion that we invite our neighbour's children as well.

Take.

The piano takes up (occupies) too much room.
It would take up (occupy) too much time to tell you the whole story.
He takes after (resembles) his father.
At present I am reading the Essays of Bacon, but it is sometimes difficult to take in (comprehend, understand) his meaning.

Recently he has taken to (become addicted to) opium-eating.

Talk.

We talked over (discussed) the matter for an hour.
I hope to talk him over (convince him by talking) to our view.

Tell.

I am afraid your antecedents will tell against you (*i. e.*, prove unfavourable to you).
The strain is telling upon (affecting) his health.

Throw.

My advice was thrown away (wasted) upon him, because he ignored it.
The bill was thrown out (rejected) by the Assembly.
In disgust he threw up (resigned) his appointment.
When he became rich he threw over (abandoned or deserted) all his old friends.

Turn.

The factory turns out (produces, manufactures) 20,000 lbs. of cloth a day.
If he is lazy, why don't you turn him off (dismiss him)?
He turned out (proved) to be a sharper.
His very friends turned against (became hostile to) him.
Who can say what will turn up (happen) next ?
He promised to come, but he never turned up (appeared).

Work.

We tempted him with many promises, but nothing would work on (influence) him.
He worked out (solved) the problem in a few minutes.
He is sure to work up (excite) the mob.
He worked upon (influenced) the ignorant villagers.

CHAPTER XXVIII.

IDIOMS. (*Continued.*)

262. The student who studies the following selection of English idioms will notice that metaphor enters largely into idiomatic phraseology.

1.

In spite of all his brag he had *to eat humble pie* (to apologize humbly, to yield under humiliating circumstances).

Take care what you say! You will have *to eat your words* (to retract your statements, to take back what you have said).

I am prepared *to meet* you *half-way* (come to a compromise with you).

It is silly *to meet trouble half-way* (*i. e.* to anticipate it ; to worry about it before it comes).

This unexpected new difficulty *put me on my mettle* (roused me to do my best).

This is *of a piece with* (in keeping with) the rest of his conduct.

He is *not worth his salt* (quite worthless) if he fails at this juncture.

The cost of living has increased so much that he finds it difficult *to make both ends meet* (to live within his income).

As a social reformer, *he set his face against* (sternly opposed) nautch parties.

At the battle of Marengo, Napoleon was *within an ace of* (on the point of) defeat (*i. e.* he was very nearly defeated).

2.

The belief in witchcraft is *losing ground* (becoming less powerful or acceptable).

Lord Roberts first *won* his *laurels* (acquired distinction or glory) in India.

It was in parliamentary debate that he *won his spurs* (made his reputation — as a politician).

When the prodigal returned to his father's house, he was received *with open arms* (with a warm welcome).

How can you trust a man who *plays fast and loose* (says one thing and does another)?

I *took* him *to task* (rebuked him) for reading "penny dreadfuls."

He *turned a deaf ear to* (disregarded) my advice.

That argument will not *hold water* (stand scrutiny *i. e.* it is unsound).

He is determined to achieve his object *by hook or by crook* (by fair means or foul ; by any means he can).
To all intents and purposes (practically, virtually) the Prime Minister of Nepal was the ruler of the country.

3.

The singer, having a slight cough, was not *in voice* (unable to sing well) at the concert.
These two statements do not *hang together* (*i. e.* are not consistent with each other).
This is more than *flesh and blood* (human nature) can endure.
He accepted my statement *without reserve* (fully, implicitly).
I must *take exception to* (object to) your remark.
He is indulgent *to a fault* (*i. e.* he is over-indulgent ; so indulgent that his indulgence is a fault).
The belief in the efficacy of vaccination is *gaining ground* (becoming more general).
From his attitude it is clear that he wants *to pay off old scores* (to have his revenge).
He has been working *on and off* (at intervals) several years to compile a dictionary.
He visits me *off and on* (now and then, occasionally).

4.

At least on the question of child-marriage we are *at one* (of the same opinion).
He took my advice *in good part* (without offence ; *i. e.* he did not resent it).
It was he who *put a spoke in my wheel* (thwarted me in the execution of my design).
At an early age he *made his mark* (distinguished himself) as a chemist.
I *have* it *at my fingers' ends* (know it thoroughly).
The new play has *fallen flat* (met with a cold reception).
Where discipline is concerned I *put my foot down* (take a resolute stand).
It is a matter of gratification to me that he has *turned over a new leaf* (changed for the better ; begun a different mode of life).

I have *made up my mind* (resolved, decided) to retire from business.

This *puts* me *in mind* (reminds me) of an amusing incident.

5.

There's *no love lost between them* (*i. e.* they are not on good terms, they dislike each other).

Many people in this country live *from hand to mouth* (*i. e.* without any provision for the future).

Steady work is sure to be rewarded *in the long run* (eventually, ultimately).

Whatever else one may say of him, no one dare *call in question* (challenge, express a doubt about) his honesty of purpose.

The police came to the scene *in the nick of time* (just at the right moment, opportunely).

She stood by him *through thick and thin* (under all conditions, undaunted by anything).

His partner *threw cold water on* his scheme (discouraged him by showing indifference to it).

He can *turn his hand to* (adapt or apply himself to) anything.

The Sultan rules his subjects *with a high hand* (oppressively).

He is *hand and glove* (on very intimate term) with my cousin.

6.

He *turns* even his errors *to account* (*i. e.* profits by them).

He is accused of *sitting on the fence* (halting between two opinions, hesitating which side to join).

It is *all one* (just the same) to me whether he lives in Bombay or Calcutta.

What is the point *at issue* (in dispute)?

The inquiry has *brought to light* (disclosed) some startling facts.

He is *not fit to hold a candle to* (not to be named in comparison with) his predecessor.

He *burnt his fingers* (got himself into trouble) by interfering in his neighbour's affairs.

I suspect the fellow *lives by his wits* (*i. e.* he has no settled means of subsistence but picks up a living by deceit or fraud).

He *bids fair* (seems likely) to rival his father as a lawyer.

He *strained every nerve* (used his utmost efforts) to get his friend elected.

7.

When I saw him last he was *beside himself* (out of his mind) with grief.

He spent over it much time and energy, and lost a large sum *into the bargain* (in addition, besides).

When I entered the house everything was *at sixes and sevens* (in disorder or confusion).

Recently he has been *giving himself airs* (behaving arrogantly).

The attack might be launched at any time, so you must be *on the alert* (on your guard, ready to act).

Retrenchment is *the order of the day* (the prevailing state of things) in every public and private office.

In the manufacture of dyes the Germans *bear the palm* (are pre-eminent).

Agriculture in America has *kept pace with* (progressed at equal rate with) industrial activities.

This text-book of chemistry is quite *out of date* (obsolete).

This is the most *up-to-date* (modern, recent) book on the subject.

8.

What you say has no bearing on the subject *in hand* (under discussion or consideration).

It *speaks volumes for* (serves as a strong testimony to) Dr. Johnson's industry that he should have compiled the dictionary without anyone's help.

Poor fellow! he is *hoping against hope* (hoping even when the case seems hopeless).

I am told he has got *into hot water* (into trouble).

Ultimately I *got the better of* him (overcame him).

He was found guilty, but he *got off easy* (got a light sentence).

I *wash my hands of* the whole matter (*i. e.* I refuse to have anything more to do with it).

The situation seems to have got quite *out of hand* (beyond control).
It is said that he *has a finger in the pie* (has something to do with the affair, is mixed up in the affair).
That fellow *sets everybody by the ears* (*i. e.* he is a mischief-maker).

9.

You have *hit the nail on the head* (said or done exactly the right thing).
To-day he is *in high spirits* (cheerful, joyful).
How is that? You seem *out of spirits* (gloomy, sad).
Hello! my lad; you look as if you've *been in the wars* (hurt yourself).
I suspect he has *an axe to grind* (private ends to serve, a personal interest in the matter).
The news of the Amir's death *spread like wild fire* (spread rapidly).
He *took to heart* (was deeply affected by) the death of his wife.
He was disappointed, but he *took heart* (cheered himself up) and tried again.
He *has his heart in the right place* (means well, is of a kindly and sympathetic disposition).
He is *coming to the front* (attaining prominence, becoming conspicuous) in public life.

10.

He is not a great lawyer, but he has *the gift of the gab* (a talent for speaking).
Prohibition is *gall and wormwood* (hateful) to distillers.
The strikers have *thrown out of gear* (disturbed the working of) many of our important industries.
Though he addressed his boys for a few minutes only, the earnestness with which he spoke *went home to* them (deeply appealed to them).
Just now he is simply *coining money* (making money very rapidly, earning large sums easily).
The screen is *in character* (in keeping) with the rest of the furniture.
He is not *in the good books of* (in favour with) his master.

I am afraid I am *in his bad books* (out of favour with him).
I am quite *at sea* (perplexed, at a loss what to do or how to act).
He does not understand that he *stands in his own light* (acts against his own interests, hinders his own advancement).

11.

Although he denies it, I think he is *behind the scenes* (in the secret, in possession of facts not generally known).
You are sure *to put your foot in it* (to blunder, to get into a scrape) if you meddle in his affairs.
I begged him to reconsider his decision, but he *put his foot down* (remained firm ; refused to yield).
He asked me to dinner, but I had to *foot the bill* (pay for it).
We shall fight *tooth and nail* (with all our power) for our rights.
The property belonged to a Nawab, but recently it *changed hands* (became someone else's property).
He is *by long odds* (most decidedly) the greatest of living mathematicians.
The thief *took to his heels* (ran off) on seeing a policeman.
Our school is *within a stone's throw of* (at a short distance from) the railway-station.
A few days before his death, he *made a clean breast of* (confessed without reserve) everything connected with that affair.

12.

He *stood his ground* (maintained his position) against his adversary.
He *keeps in touch with* (has intimate knowledge of) the latest developments in wireless.
That is *where the shoe pinches* (where the difficulty or trouble lies).
I told him that I was prepared *to show my hand* (to reveal my plan of action, to let out my designs) provided he agreed to do the same.

The medical graduates *to a man* (*i. e.* everyone without exception) voted in favour of him.
He insisted on his orders being carried out *to the letter* (exactly, with adherence to every detail).
For a long time he kept his father *in the dark* (in ignorance) about the true state of affairs.
Success has *turned his head* (made him quite vain).
His *star is in the ascendant* (*i. e.* fortune favours him).

13.

The scheme appears worthless *at the first blush* (at first sight).
It was his constant prayer that he might *die in harness* (continue to the last in his business or profession).
He *has too many irons in the fire* (*i. e.* he is engaged in too many enterprises at the same time).
The Sikh soldiers were *true to their salt* (faithful to their employers).
The latest police report says that the situation is now well *in hand* (under control).
He was *at his wits' end* (quite puzzled, at a complete loss) how to act.
What's the matter with him? He is *falling foul of* (quarrelling with) everybody.
I am sure he won't *go back on* (fail to keep) his word.
The directors of the company *put their heads together* (consulted one another) to formulate a new scheme.
Do not *give ear to* (listen to) a tale-bearer.

14.

So far as I could see there was nothing *out of the way* (strange, eccentric) in the behaviour of that stranger.
A spirit of unrest is *in the air* (prevalent, found everywhere).
The controversy is likely to create *bad blood* (ill-feeling, bitterness) between the two communities.
The rebels surrendered *at discretion* (unconditionally).
The letter is meant *to be read between the lines* (*i. e.* it has a hidden or unexpressed meaning not apparent on the surface).
He was murdered *in cold blood* (*i. e.* not in the heat of passion or excitement, but deliberately).

Let us have your terms *in black and white* (in writing).

On the approach of a policeman the bully *showed a clean pair of heels* (ran away).

He has politics *on the brain* (constantly in his thoughts, as a sort of monomania).

This will suit you *to a T* (exactly).

15.

His eldest son, a spendthrift, is *a thorn in his side* (a constant source of annoyance to him).

I *smell a rat* (have reason to suspect something).

I *nipped* his scheme *in the bud* (*i. e.* made it fail before it could mature).

What you propose is *out of the question* (not to be thought of, impossible).

The performance was not *up to the mark* (quite satisfactory).

The long and the short of it (the simple fact, the whole matter in a few words) is that I do not want to deal with that new firm.

I am told he is *in the running* (*i. e.* he has good prospects in the competition).

Now that he has nothing to fear from me, he is *showing his teeth* (adopting a threatening attitude).

He *changed colour* (turned pale) when I questioned him about his antecedents.

He had made a great mistake in championing their cause, but, having done it, he *stuck to his guns* (remained faithful to the cause).

16.

This is the time *to take stock of* (to survey) the whole situation.

What's the good of entering into negotiations with *a man of straw* (a man of no substance or consequence)?

The election campaign is just now *in full swing* (very active).

He is not wise enough *to keep his own counsel* (to preserve a discreet silence, to be reticent about his opinions or affairs).

That young fellow was *born with a silver spoon in his mouth* (born in wealth and luxury).

It *stands to reason* (is quite clear, is an undoubted fact) that the rich never have justice done them in plays and stories ; for the people who write are poor.

This suit-case *has stood me in good stead* (proved useful to me) in my travels.

You have *taken the wind out of my sails* (made my words or actions ineffective by anticipating them).

I *took him to task* (reproved him) for his carelessness.

I have *a bone to pick with you* (some cause of quarrel with you).

17.

It will do *at a pinch* (in case of emergency, if hard pressed).

When the opportunity came I *paid him back in his own coin* (treated him in the same way as he had treated me).

Just now *my hands are full* (I am very busy).

It is generally believed that he *had a hand* (was concerned) in the plot.

Explorers in the arctic regions *take their lives in their hands* (undergo great risks).

Naturally he *fights shy of* (avoids from a feeling of mistrust, dislikes) his young nephew, who is a gambler.

All his schemes *ended in smoke* (came to nothing).

The police *left no stone unturned* (used all available means, adopted every possible method of search) to trace the culprits.

Later on he became unpopular because he tried *to lord it over* (to domineer over) his followers.

As he was growing old, his friends persuaded him *to rest on his laurels* (to retire from active life).

18.

British machinists! *look to your laurels* (take care not to lose your pre-eminence).

I am tired of hearing him *harp on the same string* (dwelling tediously on the same subject).

His blood ran cold (*i.e.* he was horrified) when he heard that his friend was murdered.
I *gave him a piece of my mind* (scolded him).
The dog is *as good as* (practically) dead.
He was *as good as his word* (*i.e.* kept his promise).
The child was *as good as gold* (*i.e.* very good).
You will have *to make good* the loss to me (to compensate me for the loss).
He *kicked up a row* (made great noise or fuss).
He seems *ill at* ease (uneasy, anxious, uncomfortable).

19.

The old man is *hard of hearing* (somewhat deaf).
It will *go hard with* him (*i.e.* he will suffer severely) if he keeps company with that fellow.
People say that Mr. X, the banker, is *on his last legs* (on the verge of ruin).
I can make *neither head nor tail* (nothing) of it.
You'll never *get the better of* (gain an advantage over) that rascal: with him it's always, '*Heads I win, tails you lose*' (*i.e.* in any case he will be the winner).
By his advocacy of widow-remarriage, he *stirred up a hornets' nest* (excited the hostility or adverse criticism of a large number of people).
He made great claims for his discovery ; but it turned out to be a *mare's nest* (a delusion, a worthless thing).
On the very first night she *brought down the house* (called forth general and loud applause) by her superb acting.
He is *every inch* (entirely, completely) a gentleman.
You have *done the handsome thing* by him (behaved towards him in a magnanimous manner) in accepting his apology and foregoing the claim for damages.

20.

He proved his worth by *rising to the occasion* (showing himself equal to dealing with the emergency).
For some days the new professor lectured *over the heads of* (above the comprehension of) his pupils.

He knows *the ins and outs* (the full details) of that affair.
He is *over head and ears* (deeply) in love (or, in debt).
Beyond all question (undoubtedly) she is a great singer.
You want to see him? *Out of the question!* (*i. e.* impossible).
The two friends *agreed to differ* (gave up trying to convince each other) after discussing the question for about an hour.
Since that day he is *in bad odour* (out of favour, in bad repute) with his neighbours.
Intimate friends need not *stand on ceremony* (act with reserve, insist on strict rules of etiquette being observed).
He *went out of his way* (took special trouble) to oblige me.

21.

I am afraid you two *are at cross-purposes* (misunderstand each other).
I trusted him and he *played me false* (deceived me, betrayed me).
He is a shrewd man, and it will not be easy *to draw him out* (to elicit information from him).
He *made light of* (treated lightly) his friend's warning.
The proposal was rejected *with one voice* (unanimously).
The figures which he quoted were shown to be incorrect, and this *took the edge off his argument* (made his argument ineffective).
We had on the way tea *of a kind* (of a poor kind, *i. e.* tea that scarcely deserved the name).
I repaid his insolence *in kind* (in the same way, *i. e.* with insolence).
Beware of that fellow! he *will stick at nothing* (is unscrupulous and will do anything to accomplish his purpose).
He is not the man *to pocket an affront* (to receive or submit to it without retaliating or showing resentment).

22.

I am *out of pocket* (a loser) by the transaction.

The fate of the accused *hangs in the balance* (is undecided).

He is a man of *well-balanced* (reasonable, moderate) opinions.

He *was carried off his feet* (was wild with excitement) when he was declared to have won the first prize.

He *made the most of* his opportunity (*i. e.* used it to the best advantage).

That house is *put on the market* (offered for sale).

He sometimes works nine hours *at a stretch* (continuously).

By his skill in arguing he *carried his point* (defeated his adversaries in debate).

He is *serving his time* (going through an apprenticeship) in a bank.

Serves you right (*i. e.* you've got your deserts).

23.

I shall manage *to serve him out* (to retaliate upon him, to have my revenge on him).

He is working *against time* (with utmost speed).

This year the mango-crop has *fallen short of* my expectations (*i. e.* has disappointed me).

While the members of the committee were discussing questions of finance, I felt *like a fish out of water* (like one out of his element ; *i. e.* in a strange situation).

A good student works steadily, not *by fits and starts* (irregularly, capriciously, without steady application).

He has made his fortune and now *takes things easy* (does not work hard).

Mr. X first introduced the system of payments by instalments, and shortly afterwards others *took a leaf out of his book* (imitated him, profited by his example).

The Secretary of the Company was charged with *cooking the accounts* (preparing false accounts).

You should *take into account* (consider) his past services.

You must *lie in the bed you have made* (take the consequences of your own acts, suffer for your own misdeeds).

24.

He *thinks better of* it now (*i. e.* he has thought more carefully about it and come to a wiser decision).

I am sure he *means business* (is in earnest).

I cannot give you a definite reply *on the spur of the moment* (at once, without deliberation).

It is *the thing* (the proper thing) to do.

I see you *know a thing or two* (are wise or cunning).

He *took* his failure *to heart* (*i. e.* felt it deeply; grieved over it).

It *goes to his heart* (touches him deeply) to see so much misery.

The offer *holds good* (remains binding, is valid) for two days.

He is leaving India *for good* (permanently).

It will *go hard with* him (prove a serious matter for him) if his partner retires from business.

25.

Do you expect me to be *at your beck and call* (under your absolute control)?

I am afraid he is *burning the candle at both ends* (overtaxing his energies).

Let us now *bury the hatchet* (cease fighting, make peace), and work for the advancement of the country.

Mr. X., who is one of the trustees of a certain big charity, is suspected of *feathering his own nest* (making money unfairly).

It is reported that some ruffians *laid hands on* (assaulted) him while he was returning home.

It is suspected that he *had a hand in* (was concerned in) the plot.

As usual he is *blowing his own trumpet* (praising himself).

These excuses *will not pass muster* (will not be accepted as satisfactory).

As a diplomat Bismarck was *head and shoulders* (very much) above his contemporaries.

Old sets of the Encyclopædia Britannica are *a drug in the market* (unsaleable from lack of demand).

26.

The foolish young man *made ducks and drakes of* (squandered) his patrimony.

She knows French *after a fashion* (to a certain degree, not satisfactorily).

It is all *Greek* (or *Hebrew*) to me (*i. e.* something which I do not understand).

The thief was caught *red-handed* (in the very act of committing the theft).

Late in life he *tried his hand* (made an attempt) at farming.

What you say is *neither here nor there* (foreign to the subject under discussion, irrelevant).

Even his old friend Smith, who had been indebted to him for many favours in the past, *gave him the cold shoulder* (treated him in a cold and distant manner).

If we are to give credence to rumours, another great war is *on the cards* (not improbable).

While he spoke, the audience *hung on his lips* (listened eagerly to his words).

The Speaker urged the Committee to take drastic action, but they *hung fire* (were reluctant; hesitated).

27.

He *stands well with* (is well thought of by) his master.

He claims that he has given *chapter and verse* (full and precise reference to authority) for every statement made in his book.

The editor of that paper is accused of *giving a false colouring to* (misrepresenting) the incident.

Throughout his speech the boys were *all ears* (deeply attentive).

I was *all eyes* (eagerly watching) to see what he would do.

I know my friend *keeps a good table* (provides luxurious food, entertains his guests sumptuously).

With a small income and a large family to maintain, he finds it rather difficult *to keep his head above water* (to keep out of debt).

He will never *set the Thames on fire* (do some remarkable or surprising thing).

The Back Bay Reclamation scheme *came to grief* (failed) owing to want of foresight.

You will *come to grief* (be ruined) if you follow his advice.

28.

I keep the fellow *at arm's length* (at a distance ; *i. e.* I hold aloof from him).

He is *keeping up appearances* (keeping up an outward show of prosperity) although he has lost his whole fortune.

Last year when the prince *came of age* (reached the age of twenty-one) he was installed on his father's *gadi.*

Don't trust those men, they are villains *to the backbone* (in every way).

You shall go, *bag and baggage* (with all your belongings, *i. e.* altogether, completely).

The account of the murder *made her blood creep* (filled her with horror).

The possession of the Island of Behrin is *a bone of contention* (a subject of dispute) between Great Britain and Persia.

He *took away my breath* (very much surprised me) when he coolly proposed that I should buy votes.

Since his easy success in the elections, he has become *swollen-headed* (conceited).

29.

Wherever he addressed public meetings he *carried all before him* (was completely successful).

During the Khilafat agitation, the Hindus *made common cause with* (sided with and supported) the Mahomedans.

The cashier, having admitted defalcation, was *given in charge* (handed over to the police).

"If thine enemy be hungry, give him bread to eat ; and if he be thirsty, give him water to drink: for thou shalt *heap coals of fire upon his head* (return good for evil, and make him ashamed of his enmity) and the Lord shall reward thee."

It is mean *to crow over* (to triumph over) a fallen foe.

He *took up the cudgels for* (defended vigorously) his friend.

He is *currying favour* (using mean acts to ingratiate himself) with his rich neighbour.

If you endorse that promissory note, you will *cut your own throat* (ruin yourself).

His father *cut him off with a shilling* (disinherited him by bequeathing a trifling sum).

While he was speaking his father *cut him short* (interrupted him).

30.

The witness *cut a poor figure* (produced a poor impression) in his cross-examination.

When he met me in the street, he *cut me dead* (deliberately insulted me by ignoring me).

That Act is *a dead letter* (no longer in force).

A great many faults may be *laid at his door* (imputed to him), but he is certainly not dishonest.

We must *draw the line* (fix the limit) somewhere. The cost of the new building should not exceed two lakhs.

Printing *is not in my line* (is out of my province).

He *is in the cotton line* (*i. e.* he follows that trade).

I don't expect him *to see eye to eye* (to be in complete agreement) with me on the question of Prohibition.

He failed to get elected, but *put a good face on* (bore up courageously) his defeat.

His speech on Tariff reform *fell flat* (caused no interest, produced no effect).

31.

The joke *fell flat* (caused no amusement).

It is *a far cry* (a long way off) from Delhi to New York.

It is *a far cry* (no easy transition) from autocracy to democracy.

He is *far and away* (very much) the better of the two players.

The story of the shipwreck, as narrated by one of the survivors, *made my flesh creep* (horrified me).

A Pathan is *an ugly customer* (a formidable person to deal with) when *his blood is up* (he is excited).

She is a delicate woman but has *to rough it* (to endure hardship) to support her family.

He *pins his faith to* (places full reliance upon) technical education.

He sometimes tells lies, so people *take* his statements *with a grain of salt* (doubt).

He is not the sort of man *to let the grass grow under his feet* (to remain idle, to procrastinate).

32.

It's no good use *splitting hairs* (disputing over petty points, quibbling about trifles).

He is *a great hand at* (expert at) organizing public meetings.

By your strange conduct you will *give a handle to* (furnish an occasion for) suspicion and scandal.

He *knows what he is about* (is far-sighted and prudent).

You can rely on him ; he *knows what's what* (is shrewd and experienced, knows the ways of the world).

Mussolini seems *to bear a charmed life* (to be invulnerable, as he escapes death in an almost miraculous manner).

When the Arabs conquered Persia, some Persians, it is safe to say, embraced Islam for *loaves and fishes* (material benefits).

It never occurred to me that you would *leave me in the lurch* (desert me in my difficulties, leave me in a helpless condition).

In everything that he does *he has an eye to the main chance* (his object is to make money, he regards his own interests).

The bank won't accept the guarantee of *a man of straw* (a man of no substance).

33.

His observations were *beside the mark* (not to the point, irrelevant).

Not to mince matters (to speak unreservedly), some of these pundits are mere charlatans.

His adversaries *moved heaven and earth* (made every possible effort) to get him dismissed.

Do your worst! I *nail my colours to the mast* (refuse to climb down or surrender).

Stick to your colours (refuse to yield, be faithful to the cause), my boys!

The murdered man was found *in a state of nature* (naked).

This coat fits you *to a nicety* (exactly). [sively).

He refused *to be led by the nose* (to follow submis-

His wife, who was the daughter of a millionaire, *turned up her nose at* (regarded with contempt) her husband's proposal to buy a Ford car.

Don't *thrust your nose into* (meddle officiously in) my affairs.

34.

He is such an absent-minded fellow that he does not know what passes *under his nose* (in his very presence).

Successive ministers have found the question of unemployment *a hard nut to crack* (a difficult problem to solve).

This gentleman, having worked successfully in the business line for several years, is now *resting on his oars* (stopping work for a time and having a rest).

A dispute in a South Wales colliery *came to a head* (reached a crisis) this week.

The recent outbursts of murderous rioting should warn the labour agitators that they are *playing with fire* (trifling ignorantly with matters liable to cause trouble or suffering).

During the Great War, he *made a pile* (made a fortune).

The famous libel case *brought into play* (gave an opportunity for the exercise of) his forensic abilities.

I admit that he pleaded the cause of the poor very eloquently ; but will he *put his hand in his pocket* (give money in charity)?

To small purpose (without much practical benefit) was the Commission appointed, if its main recommendations are not adopted.

Just now flying is *all the rage* (extremely popular).

35.

He is rather blunt, but *his heart is in the right place* (he is faithful and true-hearted).

He is regarded as his chief's *right-hand man* (most efficient assistant).

His letters to his ward *speak volumes for* (serve as strong testimony to) his forbearance and good sense.
The new cotton mill is mortgaged *up to the eyes* (completely, to its full extent).
You don't look quite *up to the mark* (in excellent health) this evening.
Now, don't you call me any names, or you will find that *two can play at that game* (*i. e.* I can retaliate in the same way).
He was a man who could *put two and two together* (draw a correct inference, reason logically).
You see he *has two strings to his bow* (has two sources of income to rely upon); he deals in curios, and also does miniatures.
Her uncle has taken her *under his wing* (under his protection).
I suspect that fellow has sent us on *a wild-goose chase* (a foolish and fruitless search).

36.

The policeman, having disarmed the thief, *had the whip-hand of* (was in a position to control) him.
I did not notice in him anything *out of the way* (strange, eccentric).
I am told your cousin is *in hot water* (in trouble) over that speech.
There is nothing so bad as *washing one's dirty linen in public* (discussing unpleasant private matters before strangers).
If their demands are not granted, the strikers threaten *war to the knife* (a bitter and deadly struggle).
They are *at daggers drawn* (*i. e.* their relations are strained) ever since the dissolution of the partnership between them.
When plague first broke out in Bombay, Dr. X did *yeoman's service* (excellent work).
He is still in vigorous health, although he is *on the wrong side of sixty* (more than sixty years of age).
You can safely trust him ; he is *a man of his word* (a man to be depended on, a trustworthy man).
He finds no little difficulty in *keeping the wolf from the door* (keeping off starvation).

37.

Beware of that *wolf in sheep's clothing* (hypocrite)!

The doctor says the patient has *turned the corner* (passed the crisis).

He very cleverly *turned the tables* on his opponent (*i. e.* brought him to the position of disadvantage lately held by himself).

I am afraid you have *caught a Tartar* in him (*i. e.* found him more formidable than you expected).

I should like to have that matter settled immediately, because it keeps a man *on tenterhooks* (in a state of suspense and anxiety).

He is *under the thumb of* (completely under the influence of) his wife.

He carried out his project *in the teeth of* (in defiance or regardless of) opposition from his community.

Only ten years ago he was a junior barrister, but he is now *at the top of the tree* (at the head of his profession).

We must avoid saying or writing anything that would *tread on their toes* (give offence to them).

His master *put the screw on* (brought pressure to bear on) him to vote for his friend.

38.

In the contest he *came off second-best* (was defeated, got the worst of it).

I *sent him about his business* (dismissed him peremptorily) as I could stand his insolence no longer.

People who *talk shop* (talk exclusively about their business or professional affairs) are generally unbearable.

He appears *to have an old head on young shoulders* (to be wise beyond his years).

Purdeshis, as a rule, eat but one *square meal* (full meal) a day.

In his travels he claims to have *rubbed shoulders* (come into close contact) with people of all sorts and conditions.

Although much remains to be done in this direction, the gradual increase in the number of schools clearly shows that *the schoolmaster is abroad* (education is

spreading in every direction and ignorance is diminishing).

His boorish manners occasionally *set* his refined cousin's *teeth on edge* (*i. e.* irritated him).

Some of the medical students in London *made a dead set at* Mr. Pussyfoot Johnson (*i. e.* combined to attack him by argument or ridicule).

When the Inspector entered the class some of the pupils *shook in their shoes* (trembled with fear).

39.

There are *black sheep* (bad characters, scoundrels) in every community.

One of our best workers was ill, so we had to *make shift* (get along as best as we could) without him.

I threatened *to show him up* (to disclose his villainy) if he did not mend his ways.

That solicitor is guilty of *sharp practice* (underhand or questionable dealings).

The usurper cannot maintain his position without *the sinews of war* (money).

Mussolini is in a position *to snap his fingers at* (to defy) his opponents.

The speaker was unmercifully heckled, but he manfully *stood to his guns* (*i. e.* maintained his own opinion).

CHAPTER XXIX.

PUNCTUATION.

263. Punctuation (derived from the Latin *punctum*, a point) means the right use of putting in Points or Stops in writing. The following are the principal stops:—

(1) Full Stop or Period (.)
(2) Comma (,)
(3) Semicolon (;)
(4) Colon (:)
(5) Note of Interrogation (?)
(6) Note of Exclamation (!)

Other marks in common use are the Dash —; Parentheses (); Inverted Commas or Quotation Marks " ".

264. The **Full Stop** represents the greatest pause and separation. It is used:—

(1) To mark the end of a declarative or an imperative sentence; as,

Dear, patient, gentle, noble Nell was dead.

(2) To mark abbreviations and initials; as,

M. A., M. P., K. C. S. I., Mr. A. B. Smith.

265. The **Comma** represents the shortest pause, and is used:—

(1) To separate a series of words in the same construction; as,

England, France and Italy formed an alliance.
He lost lands, money, reputation, and friends.
It was a long, dull, and wearisome journey.
He wrote his exercise neatly, quickly, and correctly.

Note.—A comma is generally not placed before the word preceded by *and*.

(2) To separate each pair of words connected by *and*; as,

We should be devout and humble, cheerful and serene.
High and low, rich and poor, wise and foolish, must all die.

(3) After a Nominative Absolute; as,

This done, she returned to the old man with a lovely smile on her face.
The wind being favourable, the squadron sailed.
The genius making me no answer, I turned about to address myself to him a second time.

(4) To mark off a Noun or Phrase in Apposition; as,

Paul, the apostle, was beheaded in the reign of Nero.
Milton, the great English poet, was blind.
Hereward, the last of the English, was a mighty man.

(5) To mark off the Nominative of Address or Vocative; as,

Come into the garden, Maud.
England, with all thy faults I love thee still.
Lord of the universe, shield us and guide us.

But when the Vocative is emphatic we ought to use the Note of Exclamation; as,

Monster! by thee my child's devoured!

(6) To mark off two or more Adverbs or Adverbial phrases coming together; as,

Then, at length, tardy justice was done to the memory of Oliver.

(7) Before and after a Participial phrase, provided that the phrase might be expanded into a sentence, and is not used in a merely qualifying sense; as,

Cæsar, having conquered his enemies, returned to Rome.

(8) Before and after words, phrases, or clauses, let into the body of a sentence; as,

He did not, however, gain his object.
It is mind, after all, which does the work of the world.
His behaviour, to say the least, was very rude.
His story was, in several ways, improbable.
Let there be no strife, I pray thee, between thee and me.
The essay-writers, whose works consisted in a great measure of short moral dissertations, set the literary taste of the age.
The people of Orleans, when they first saw her in their city, thought she was an angel.

(9) To indicate the omission of a word, especially a verb; as,

Rama received a fountain pen; Hari, a watch.
He was a Brahmin; she, a Rajput.
He will succeed; you, never.

(10) To separate short co-ordinate clauses of a Compound sentence; as,

The rains descended, and the floods came.
Men may come, and men may go, but I go on for ever.
I came, I saw, I conquered.

The way was long, the wind was cold,
The minstrel was infirm and old.

When there is a conjunction the comma is sometimes omitted; as,

He came and saw me.

(11) To mark off a direct quotation from the rest of the sentence; as,

"Exactly so," said Alice.
He said to his disciples, "Watch and pray."
"Go then," said the ant, "and dance winter away."

(12) Before certain co-ordinative conjunctions; as,

To act thus is not wisdom, but folly.

(13) To separate a long Subject opening a sentence from the verb; as,

The injustice of the sentence pronounced upon that great scientist and discoverer, is now evident to us all.
All that we admired and adored before as great and magnificent, is obliterated or vanished.

(14) To separate a Noun clause — whether subject or object — preceding the verb ; as,

Whatever is, is right.

How we are ever to get there, is the question.

That he would succeed in his undertaking, no one ever doubted.

(15) To separate an Adjective clause that is not restrictive in meaning, but is co-ordinate with the Principal clause ; as,

Sailors, who are generally superstitious, say it is unlucky to embark on a Friday.

The Excise, which was a favourite resource of Whig financiers, was designated as a hateful tax.

When the Adjective clause is restrictive in meaning, the comma should not be applied ; as,

This is the house that Jack built.

The Lord is nigh unto them that are of a broken heart.

The echoes of the storm which was then raised I still hear grumbling round me.

The design was disapproved by everyone whose judgment was entitled to respect.

(16) To separate an Adverbial clause from its Principal clause ; as,

When I was a bachelor, I lived by myself.

If thou would'st be happy, seek to please.

When the Adverbial clause follows the Principal clause, the comma is frequently omitted ; as,

Seek to please if thou would'st be happy.

266. The **Semicolon** represents a pause of greater importance than that shown by the Comma. It is used:—

(1) To separate the clauses of a Compound sentence, when they contain comma ; as,

He was a brave, large-hearted man ; and we all honoured him.

(2) To separate a series of loosely related clauses ; as,

Her court was pure ; her life serene ;
God gave her peace ; her land reposed.

To-day we love what to-morrow we hate ; to-day we seek what to-morrow we shun ; to-day we desire what to-morrow we fear.

267. The **Colon** marks a still more complete pause than that expressed by the Semicolon. It is used (often with a dash after it):—

(1) To introduce a quotation ; as,

Bacon says:—"Reading makes a full man, writing an exact man, speaking a ready man."

(2) Before enumeration, examples, etc.; as,

The principal parts of a verb in English are: the present tense, the past tense, and the past participle.

The limitation of armaments, the acceptance of arbitration as the natural solvent of international disputes, the relegation of wars of ambition and aggression to the categories of obsolete follies: these will be milestones which mark the stages of the road.

(3) Between sentences grammatically independent but closely connected in sense ; as,

Study to acquire a habit of thinking: no study is more important.

268. The **Note of Interrogation** is used, instead of the Full Stop, after a direct question ; as,

Have you written your exercise ?

If you prick us, do we not bleed ? If you tickle us, do we not laugh ? If you poison us, do we not die ? And if you wrong us, shall we not have revenge ?

But the Note of Interrogation is not used after an indirect question ; as,

He asked me whether I had written my exercise.

269. The **Note of Exclamation** is used after Interjections and after Phrases and Sentences expressing sudden emotion or wish ; as,

Alas!
Oh dear!
What a terrible fire this is!
O, what a fall was there, my countrymen!
Long live the King!

Note:—When the interjection O is placed before the Nominative of Address, the Note of Exclamation, if employed at all, comes after the noun ; or it may be placed at the end of the sentence ; as,

O father! I hear the sound of guns.
O Hamlet, speak no more!

270. Inverted Commas are used to enclose the exact words of a speaker, or a quotation ; as,

"I would rather die," he exclaimed, "than join the oppressors of my country."

Babar is said by Elphinstone to have been "the most admirable prince that ever reigned in Asia."

If a quotation occurs within a quotation, it is marked by single inverted commas; as,

"You might as well say," added the March Hare, "that 'I like what I get' is the same thing as 'I get what I like'."

271. The **Dash** is used:—

(1) To indicate an abrupt stop or change of thought; as,

If my husband were alive — but why lament the past?

(2) To resume a scattered subject; as,

Friends, companions, relatives — all deserted him.

272. The **Hyphen** — a shorter line than the Dash — is used to connect the parts of a compound word; as,

Passer-by, man-of-war, jack-of-all-trades.

It is also used to connect parts of a word divided at the end of a line.

273. **Parentheses** or Double Dashes are used to separate from the main part of the sentence a phrase or clause which does not grammatically belong to it; as,

He gained from Heaven ('twas all he wished) a friend.

A remarkable instance of this kind of courage — call it, if you please, resolute will — is given in the history of Babar.

274. The **Apostrophe** is used:—

(1) To show the omission of a letter or letters; as,

Don't, e'er, I've.

(2) In the Genitive Case of Nouns.

(3) To form the plural of letters and figures.

Dot your *i's* and cross your *t's*.

Add two *5's* and four *2's*.

Capital Letters.

275. **Capitals** are used:—

(1) To begin a sentence.

(2) To begin each fresh line of poetry.

(3) To begin all Proper Nouns and Adjectives derived from them; as,

Delhi, Rama, Africa, African, Shakespeare, Shakespearian.

(4) For all nouns and pronouns which indicate the Deity; as,

The Lord, He is the God.

(5) To write the pronoun *I* and the interjection *O*.

Exercise 147. *Insert commas, where necessary, in the following sentences :—*

1. The necessity of amusement made me a carpenter a bird-cager a gardener.
2. Speak clearly if you would be understood.
3. Even a fool when he holdeth his peace is counted wise.
4. When we have dined to prevent the ladies leaving us I generally ordered the table to be removed.
5. My orchard was often robbed by schoolboys and my wife's custards plundered by the cats.
6. Whenever I approached a peasant's house towards nightfall I played one of my most merry tunes.
7. By conscience and courage by deeds of devotion and daring he soon commended himself to his fellows and his officers.
8. Wealth may seek us but wisdom must be sought.
9. Beware lest thou be led into temptation.
10. Brazil which is nearly as large as the whole of Europe is covered with a vegetation of incredible profusion.
11. We judge ourselves by what we feel capable of doing while others judge us by what we have already done.
12. Some are born great some achieve greatness and some have greatness thrust upon them.
13. I therefore walked back by the horseway which was five miles round.
14. Read not to contradict nor to believe but to weigh and consider.
15. The leaves as we shall see immediately are the feeders of the plant.
16. A public speaker should be cool collected and precise.
17. Sir I would rather be right than be President.
18. In fact there was nothing else to do.
19. At midnight however I was aroused by the tramp of horses' hoofs in the yard.
20. Spenser the great English poet lived in the time of Queen Elizabeth.
21. One of the favourite themes of boasting with the Squire is the noble trees on his estate which in truth has some of the finest that I have seen in England.
22. When he was a boy Franklin who afterward became a distinguished statesman and philosopher learned his trade in the printing office of his brother who published a paper in Boston.
23. We had in this village some twenty years ago an idiot boy whom I well remember who from a child showed a strong propensity for bees.
24. Margaret the eldest of the four was sixteen and very pretty being plump and fair with large eyes plenty of soft

brown hair a sweet mouth and white hands of which she was rather vain.

25. A letter from a young lady written in the most passionate terms wherein she laments the misfortune of a gentleman her lover who was lately wounded in a duel has turned my thoughts to that subject and inclined me to examine into the causes which precipitate men into so fatal a folly.

Exercise 148. *Insert commas, where necessary, in the following sentences :—*

1. In the old Persian stories Turan the land of darkness is opposed to Iran the land of light.
2. History it has been said is the essence of innumerable biographies.
3. Attention application accuracy method punctuality and dispatch are the principal qualities required for the efficient conduct of business of any sort.
4. The English Government is a mixture of monarchy aristocracy and democracy.
5. He was now in the vigour of his days forty-three years of age stately in person noble in his demeanour calm and dignified in his deportment.
6. Your wife would give you little thanks if she were present to hear you make this offer.
7. A high-bred man never forgets himself controls his temper does nothing in excess is courteous dignified and that even to persons whom he is wishing far away.
8. All that I am all that I hope to be I owe to my angel mother.
9. We all or nearly all fail to last our "lease" owing to accidents violence and avoidable as well as unavoidable disease.
10. Nothing probably has more contributed to perpetuate the poverty and backwardness of India than the want of good roads.
11. In a strict and legal sense that is properly the domicile of a person where he has his true fixed permanent home and principal establishment and to which whenever he is absent he has the intention of returning.

Exercise 149. *Punctuate the following :—*

1. As Cæsar loved me I wept for him as he was fortunate I rejoice at it as he was valiant I honour him but as he was ambitious I slew him.
2. The shepherd finding his flock destroyed exclaimed I have been rightly served why did I trust my sheep to a wolf.
3. However strange however grotesque may be the appearance which Dante undertakes to describe he never shrinks from describing it he gives us the shape the colour the sound the smell the taste.
4. Perhaps cried he there may be such monsters as you describe.

5. Sancho ran as fast as his ass could go to help his master whom he found lying and not able to stir such a blow he and Rozinante had received mercy on me cried Sancho did I not give your worship fair warning did I not tell you they were windmills and that nobody could think otherwise unless he had also windmills in his head.

6. The mans duty as a member of a commonwealth is to assist in the maintenance in the advance in the defence of the state the womans duty as a member of the commonwealth is to assist in the ordering in the comforting and in the beautiful adornment of the state.

7. When I look upon the tombs of the great every emotion of envy dies in me when I read the epitaphs of the beautiful every inordinate desire goes out when I meet with the grief of parents upon a tombstone my heart melts with compassion when I see the tomb of the parents themselves I consider the vanity of grieving for those whom we must quickly follow.

8. They had played together in infancy they had worked together in manhood they were now tottering about and gossiping away the evening of life and in a short time they will probably be buried together in the neighbouring churchyard.

9. Take away that bauble said Cromwell pointing to the mace which lay upon the table and when the House was empty he went out with the key in his pocket.

10. One day walking together up a hill I said to Friday do you not wish yourself in your own country again yes he said what would you do there said I would you turn wild and eat mens flesh again he looked full of concern and shaking his head said no no.

11. When a great office is vacant either by death or disgrace which often happens five or six of these candidates petition the emperor to entertain his majesty and the court with a dance on the rope and whoever jumps the highest without falling succeeds to the office.

12. That familiarity produces neglect has been long observed the effect of all external objects however great or splendid ceases with their novelty the courtier stands without emotion in the royal presence the rustic tramples under his foot the beauties of the spring with little attention to their colours or their fragrance and the inhabitant of the coast darts his eye upon the immense diffusion of waters without awe wonder or terror.

13. If you look about you and consider the lives of others as well as your own if you think how few are born with honour and how many die without name or children how little beauty we see and how few friends we hear of how many diseases and how much poverty there is in the world you will fall down upon your knees and instead of repining at one affliction will admire so many blessings which you have received from the hand of God.

14. We thank Thee for the place in which we dwell for the love that unites us for the peace accorded us this day for the hope with which we expect the morrow for the health the work the food and the bright skies that make our life delightful for our friends in all parts of the earth.

15. Androcles who had no arms of any kind now gave himself up for lost what shall I do said he I have no spear or sword no not so much as a stick to defend myself with.

16. My quaint Ariel said Prospero to the little sprite when he made him free I shall miss you yet you shall have your freedom thank you my dear master said Ariel but give me leave to attend your ship home with prosperous gales before you bid farewell to the assistance of your faithful spirit.

17. O master master exclaimed Ananda weeping bitterly and is all the work undone and all by my fault and folly that which is built on fraud and imposture can by no means endure returned Buddha.

18. Wretch said the king what harm did I do thee that thou shouldst seek to take my life with your own hand you killed my father and my two brothers was the reply.

Exercise 150. *Punctuate the following :—*

1. Nothing is so easy and inviting as the retort of abuse and sarcasm but it is a paltry and an unprofitable contest.

2. Think how mysterious and often unaccountable it is that lottery of life which gives to this man the purple and fine linen and sends to the other rags for garments and dogs for comforters. [retrogrades.

3. The human mind is never stationary it advances or it

4. The common law of England and the like law exists in America considers marriage in no other light than as a civil contract.

5. Sir William Harcourt was a great Liberal statesman perhaps the last representative of the old parliamentary manner and of the old political oratory.

6. There is a slavery that no legislation can abolish the slavery of caste.

7. Truly a popular error has as many lives as a cat it comes walking in long after you have imagined it effectually strangled.

8. So far from science being irreligious as many think it is the neglect of science that is irreligious it is the refusal to study the surrounding creation that is irreligious.

9. None of Telleyrand's mots is more famous than this speech was given to man to conceal his thoughts.

10. There is only one cure for the evils which newly acquired freedom produces and that cure is freedom.

11. If you read ten pages of a good book letter by letter that is to say with real accuracy you are for evermore in some measure an educated person.

PART III

WRITTEN COMPOSITION

CHAPTER XXX.

PARAGRAPH-WRITING.

If you look at any printed prose book, you will see that each chapter is divided up into sections, the first line of each being indented slightly to the right. These sections are called Paragraphs. Chapters, essays and other prose compositions are broken up into paragraphs to make the reading of them easier, for the beginning of a new paragraph marks a change of topic, or a step in the development of an argument or of a story. In writing essays or other compositions, it is important to know how to divide them properly into paragraphs; for an essay not so broken up looks uninteresting and is not easy to read.

DEFINITION.—*A paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point.*

These definitions show that the paragraphs of a composition are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced.

There is, therefore, no rule as to the length of paragraphs. They may be short or long according to the necessity of the case. A paragraph may consist of a single sentence, or of many sentences.

(*Note.*—In this respect the paragraphs of a piece of prose differ from the stanzas or verses of a poem. The stanzas of a poem are usually all of the same length and pattern; but paragraphs are long or short according to the amount of matter to be expressed under each head.)

PRINCIPLES OF PARAGRAPH STRUCTURE.

1. *UNITY.*—The first and most important principle to be observed in constructing a paragraph is that of *Unity.* Just as each sentence deals with one thought, each paragraph must deal with *one topic* or *idea* — and *with no more than one.* In writing an essay, for example, every head, and every subhead, should have its own paragraph to itself. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic.

(*Note.*—A good practice is to read a chapter in a book, and give a short heading or title to each paragraph, which will express in a word or brief phrase the subject of the paragraph.)

The topic, theme or subject of a paragraph is very often expressed in one sentence of the paragraph — generally the first. This sentence is called the *topical sentence* (because it states the topic), or the *key-sentence* (because it unlocks or opens the subject to be dealt with in the paragraph).

2. *ORDER.*—The second principle of paragraph construction is *Order* — that is, *logical sequence of thought* or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

(*Note.*—The two most important sentences in the paragraph are the first and the last. The first, which should as a rule be the topical sentence, should arouse the interest of the reader; and the last should satisfy it. The first, or topical, sentence states the topic — a fact, statement, or a proposition; the last should bring the whole paragraph on this topic to a conclusion, or summing up.)

3. *VARIETY.*—A third principle of paragraph construction is *Variety*; by which is meant that, to avoid monotony, the paragraphs of a composition should be of different lengths, and not always of the same sentence construction.

To sum up:—The essentials of good paragraph construction are—(1) Unity. (2) A good topical sentence. (3) Logical sequence of thought. (4) Variety. (5) A full and rounded final sentence in conclusion.

EXAMPLES.

Now let us examine a few paragraphs by standard authors, in illustration of these principles of paragraph construction.

1. "Hence it is that it is almost a definition of a gentleman to say he is one who never inflicts pain. This description is both refined and, as far as it goes, accurate. He is mainly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and he concurs with their movements rather than takes the initiative himself. His benefits may be considered as a parallel to what are called comforts or conveniences in arrangements of a personal nature, like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though nature provides both means of rest and animal heat without them."—*J. E. Newman.*

This is a paragraph from Cardinal Newman's famous description of a "Gentleman" in his *The Idea of a University.* Notice that the paragraph is confined to *one point* in the character of a gentleman, which is clearly stated in the first, or *topical sentence, viz.*, that "he is one who never inflicts pain." The rest of the paragraph is simply a development and illustration of the topical sentence. And the concluding sentence drives home the statement of the subject with its similes of the easy chair and the good fire.

2. "The Road is one of the great fundamental institutions of mankind. Not only is the Road one of the great human institutions because it is fundamental to social existence, but also because its varied effects appear in every department of the State. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road which controls the development of strategies and fixes the sites of battles. It is the Road that gives its frame-work to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function it is a necessary guide without which progress from place to place would be a ceaseless experiment; it is a sustenance without which organised society would be

impossible; thus the Road moves and controls all history."—*Hilaire Belloc.*

In this paragraph, the first sentence states the subject—it is the topical sentence. The body of the paragraph consists of examples which prove the statement in the first sentence. The final sentence sums up the whole.

3. "Poetry is the language of the imagination and the passions. It relates to whatever gives immediate pleasure or pain to the human mind. It comes home to the bosoms and businesses of men; for nothing but what comes home to them in the most general and intelligible shape can be a subject for poetry. Poetry is the universal language which the heart holds with nature and itself. He who has a contempt for poetry cannot have much respect for himself, or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of a wave of the sea, in the growth of a flower, there is poetry in its birth."—*William Hazlitt.*

Here again, the first sentence is the topical sentence. The sentences that follow enforce or restate the statement that "poetry is the language of the imagination and the passions"; and the concluding sentence reinforces it by showing that poetry exists wherever men feel a sense of beauty, power or harmony.

In all these paragraphs, the principles of Unity and Order are observed, and also the general rules about the place of the topical sentences and the rounding off the whole with a good conclusion.

THE WRITING OF SINGLE PARAGRAPHS.

So far we have been treating of paragraphs which are sections of a more or less lengthy composition, like an essay or the chapter of a book. But students are often asked in examinations to write short separate paragraphs, instead of essays, on subjects of ordinary interest. Such single paragraphs are really miniature essays; but the same principles as we have discussed above (except the principle of variety), must be followed in their construction. Each paragraph must be a unity, treating of one definite subject, and must follow a logical order of thought. In most cases, too, the rules about the topical sentences and the conclusion should be borne in mind.

A few examples should make this clear. Suppose, for example, you are asked to write a paragraph on "The Cat." It is obvious that you cannot treat this subject fully, as you might in a long essay. And yet you must, according to the principle of unity, confine your paragraph to one definite topic. You must, therefore, choose one thing to say about a cat, and stick to it throughout. You might, for example, write of one characteristic of the cat, say, its love of comfort and attachment to its home. In that case, you might write a paragraph something like this:—

The Cat.

There is some truth in the common saying that, while dogs become attached to persons, cats are generally attached to places. A dog will follow his master anywhere, but a cat keeps to the house it is used to; and even when the house changes hands, the cat will remain there, so long as it is kindly treated by the new owners. A cat does not seem to be capable of the personal devotion often shown by a dog. It thinks most of its own comfort, and its love is only cupboard love.

Notice the construction of this paragraph. It begins with the topical sentence, which clearly states the subject. The following sentence explains the statement by expanding it; and the last sentence, by giving a reason for the attachment of a cat to a particular house, forms a fitting conclusion. The paragraph is therefore a Unity, treating of one characteristic of cat-character; and it follows an orderly plan.

The paragraph on the cat is descriptive. Now take an example of a narrative paragraph, in which you are required to tell a story. Suppose the subject is to be a motor-car accident; you might treat it in this way:—

A Motor-Car Accident.

It is the mad craze for speed that is responsible for many motor accidents. Only last year I witnessed what might have been a fatal accident on the Kashmir road. I was motoring down from Srinagar; and as I was nearing Kohala, I came upon the wreckage of two cars on the road. The smash had been caused by a car coming down, which swept round a sharp corner at forty miles an hour and crashed into a car

coming up. Happily no one was killed; but several were badly injured, and the two cars were wrecked. To drive at such a speed down a twisting mountain road is simply to court disaster.

In this paragraph, the topical sentence is again first; the narrative that follows is simply an illustration of the statement in the topical sentence that many accidents are caused by a mad craze for speed; and the concluding sentence sums the paragraph up by a re-statement of the topical sentence in other words.

The following is an example of a reflective paragraph; that is, one that expresses some reflection or thought on an abstract subject:—

Mercy.

To forgive an injury is often considered to be a sign of weakness; it is really a sign of strength. It is easy to allow oneself to be carried away by resentment and hate into an act of vengeance; but it takes a strong character to restrain those natural passions. The man who forgives an injury proves himself to be the superior of the man who wronged him, and puts the wrong-doer to shame. Forgiveness may even turn a foe into a friend. So mercy is the noblest form of revenge.

The topical sentence of a paragraph is usually the first, or at latest the second; and this is the best place for it. But for the sake of variety it may be placed in a different position. In this paragraph, it comes last—"So mercy is the noblest form of revenge." But the opening sentence is also a good introduction to the subject, and is calculated to arouse interest by stating an apparent paradox.

To sum up:—In writing single paragraphs, the principles of Unity and Order must be kept in mind, and also the rules of the topical and concluding sentences. The language should be simple, the style direct, and the sentences short; and, as a paragraph is limited, all diffuseness must be avoided.

Exercise 151. *Write short paragraphs on the following subjects:—*

1. A Rainy Day. 2. A Walk. 3. The Cow. 4. Mountains. 5. Politeness. 6. Anger. 7. Boating. 8. A Fire. 9. A Flood. 10. Some pet Animal. 11. Rivers. 12. Football. 13.

Contentment. 14. Gymnastics. 15. Gratitude. 16. A Holiday. 17. The Elephant. 18. The Cobra. 19. The Tailor. 20. The Potter. 21. Revenge. 22. Thrift. 23. Stars. 24. The Crow. 25. A Fountain-pen. 26. To-day's Weather. 27. A Street-lamp. 28. Humility. 29. The Mango. 30. Examinations.

CHAPTER XXXI.

STORY-WRITING.

To tell even a simple story well requires some practice. An uneducated person generally tells a tale badly. He does not mentally look ahead as he tells it and plans it out. So he repeats himself, omits important items, which he drags in afterwards out of place, and dwells too long on minor details and fails to emphasise the leading points. To write a good story, you must have the whole plot clear in your mind, and the main points arranged in their proper order.

In these exercises you are not asked to make up a story. The plot of each story is given you, more or less fully, in the outlines provided. But an outline is only a skeleton; it is your work to clothe the skeleton with flesh and breathe life into it. The exercises are graduated in difficulty. In the first set, the outlines are fairly full. All you have to do is to connect the points and fill in the details that are missing. In the second set, only the main points are indicated, and more scope is given to the imagination. In the third and fourth sets, the inventive faculty is brought into play; for you are required to use your imagination and supply a conclusion to an unfinished tale. In all cases you must try to produce a connected narrative, and to make it as interesting as you can.

HINTS.

1. As has been already said, see that you have a clear idea of the plot of the story in your mind before you begin to write.

2. Follow the outline given; *i. e.*, do not omit any point, and keep to the order in which the points are given in the outline.
3. Be careful to connect the points given in the outline naturally, so that the whole will read well as a connected piece of good composition. Otherwise the whole will be disconnected and jerky. You must use your imagination in filling in the details of action, gesture and conversation that should connect one point with the next.
4. Where possible, introduce dialogue or conversation; but be careful to make it natural and interesting.
5. The conclusion of a story is important. The whole story should be made to lead up to it naturally, and then it should come as a bit of a surprise.
6. If you are asked to supply a heading or title to the story, you may choose the main character, object or incident of the story (*e. g.*, "The Barber of Baghdad," or "The Pot of Olives," or "An Accident"); or, a proverb or well-known quotation that suits the story (*e. g.*, "No pains, no gains," "Sorrow's Crown of Sorrow", etc.).
7. See that your composition is grammatical and idiomatic and in good simple English. Revise your work, and if necessary rewrite it, until it is as good as you can make it.

I. FULL OUTLINE.

Boy set to guard sheep — told to cry "Wolf!" if he sees a wolf near the flock — watches the sheep for several days — gets tired of the monotonous work — so one day shouts "Wolf!" as a joke — all the villagers hasten to his help — they find no wolf — boy laughs at them — villagers angry — plays the same joke a few days later — some villagers take no notice — some come running — finding nothing, they beat the boy — at last wolf really comes — boy terrified and shouts "Wolf! Wolf!" — villagers take no notice — wolf kills several sheep.

COMPLETE STORY.

The Boy Who Cried "Wolf!"

One of the boys in a village was sent out into the fields to look after the sheep.

"Mind you take care of them and don't let them stray," said the villagers to him. "And keep a good look out for wolves. Don't go far away; and if you see a wolf coming near the sheep, shout out 'Wolf!' as loudly as you can, and we will come at once to help you."

"All right!" said the boy, "I will be careful."

So every morning he drove his sheep out to the hillside and watched them all day. And when evening came, he drove them home again.

But after a few days he got rather tired of this lonely life. Nothing happened and no wolves came. So one afternoon he said to himself: "These villagers have given me a very stupid job. I think I will play a trick on them, just for fun."

So he got up and began shouting as loudly as he could, "Wolf! Wolf!"

The people in the village heard him, and at once they came running with sticks.

"Wolf! Wolf!" shouted the boy; and they ran faster. At last they came up to him, out of breath.

"Where is the wolf?" they panted. But the boy only laughed and said: "There is no wolf. I only shouted in fun. And it *was* fun to see you all running as hard as you could!"

The men were very angry.

"You young rascal!" they said. "If you play a trick like that again, we will beat you instead of the wolf."

And they went back to their work in the village.

For some days the boy kept quiet. But he got restless again, and said to himself: "I wonder if they will come running again if I cry 'Wolf!' once more. It was such fun the last time."

So once more he began shouting, "Wolf! Wolf!"

The villagers heard him. Some said, "That boy is up to his tricks again." But others said, "It may be true this time; and if there really is a wolf, we shall lose some of our sheep."

So they seized their sticks, and ran out of the village to the sheep.

"Where is the wolf?" they cried, as they came up.

"Nowhere!" said the boy laughing. "It *was* fun to see you running up the hill as fast as you could."

"We will teach you to play jokes," shouted the angry men; and they seized the boy and gave him a good beating, and left him crying instead of laughing.

A few days later a wolf really did come. When the boy saw it, he was very frightened and began shouting "Wolf! Wolf! Help! Help!" as loudly as he could.

The villagers heard him, but they took no notice.

"He is playing his tricks again," they said. "We won't be made fools for a third time. You can't believe a boy after you have caught him lying twice."

So no one went to his help, and the wolf killed several sheep and frightened the boy nearly out of his wits.

Exercise 152. *Construct readable stories from the following outlines :—*

1. An old lady becomes blind — calls in a doctor — agrees to pay large fee if cured, but nothing if not — doctor calls daily — covets lady's furniture — delays the cure — every day takes away some of her furniture — at last cures her — demands his fees — lady refuses to pay, saying cure not complete — doctor brings a court case — judge asks lady why she will not pay — she says sight not properly restored — she cannot see all her furniture — judge gives verdict in her favour — moral.

2. A jackal wants crabs on the other side of a river — wonders how to get across — tells camel there is sugarcane the other side — camel agrees to carry him across in return for the information — they cross — jackal finishes his meal — plays trick on camel — runs round the fields howling — villagers rush out — see camel in sugarcane — beat him with sticks — camel runs to river — jackal jumps on his back — while crossing, camel asks jackal why he played him such a trick — jackal says he always howls after a good meal — camel replies he always takes a bath after a good meal — rolls in the river — jackal nearly drowned — tit-for-tat.

3. A son is born to a Rajah — the mother dies in childbirth — a young mother with a baby is chosen as nurse — she nurses both babies together — enemies of the Rajah plot to kill his son — they bribe the guards and get into the palace — the nurse is warned just in time — quickly changes the children's dresses — leaves her own child dressed as prince and flies with the real prince — murderers enter room and kill the child left behind — so prince is saved — Rajah offers nurse great rewards — she refuses them and kills herself — Rajah grieved — erects splendid tomb for the faithful nurse.

4. A miser loses a purse of a hundred pieces of gold — in great distress — goes to town crier — crier says he must offer a reward — offers reward of ten pieces of gold — the crier announces this — a few days later a farmer comes to the miser

—he has picked up the purse—returns it to miser—miser counts the money—a hundred pieces of gold—thanks the farmer—the farmer asks for the reward—miser says there were a hundred and ten pieces in the purse, so the farmer has already taken his reward of the pieces—they quarrel—farmer appeals to the judge—the judge hears the case, and asks for the purse—sees that it only just holds a hundred pieces—decides it cannot be the miser's purse—so gives the purse to farmer—the miser had overreached himself.

5. A king distressed—his people lazy—to teach them a lesson he had a big stone put in the middle of the road one night—next day merchants pass and go round it—an officer driving in his carriage did the same—a young soldier came riding, did the same—all cursed the stone and blamed the government for not removing it—the stone lay there for a week and none removed it—then the king had the stone removed—under it was an iron box, marked "*For the man who moves away the stone*"—inside a purse full of money—the people were ashamed.

6. Tiger kills an Indian lady travelling through the jungle—as he eats her body, he notices her gold bangle—keeps it as he thinks it may be useful—later he hides himself by a pool—traveller comes to pool, dusty and tired—strips and bathes in cool water—sees the tiger in bushes watching him—terrified—tiger greets him with a mild voice—says he is pious and spends time in prayer—as a sign of goodwill, offers the traveller the gold bangle—traveller's greed overcomes his fear—crosses pool to take bangle—tiger springs on him and kills him.

7. A young man setting out on a journey—accompanied part way by an old man—they part under a pipal tree—young man asks old man to keep Rs. 100 for him till he returns—old man agrees and takes money—after some time young man returns—asks for his money—old man says he never gave him any to keep—young man takes him before judge—judge asks for witnesses—none except the pipal tree—judge sends young man to summon tree to court—a long time away—judge asks old man, "Why?"—old man says tree a long way off—judge sees that the old man knows which tree it is—when young man returns, judge gives verdict in his favour.

8. A poor Brahmin travelling through forests—comes across a tiger caught in a trap—tiger begs him to let him out—Brahmin in pity does so—tiger knocks him down—Brahmin pleads for his life and says the tiger is ungrateful—tiger agrees that he may appeal to three things against tiger—Brahmin first asks a pipal tree—tree says all men are ungrateful—tree gives them shade and they cut its branches—Brahmin next asks the road—the road says that

in return for its services men trample on it with heavy boots — Brahmin then asks a buffalo — buffalo says her master beats her and makes her turn a Persian wheel — Brahmin in despair — consults a jackal — jackal asks how tiger got into cage — tiger jumps in to show him — jackal shuts cage and walks away with Brahmin.

9. Baghdad merchant, about to go with a caravan to Damascus, suddenly falls ill — entrusts his bales of silk to a camel-driver — says he will go to Damascus as soon as he is well — will pay camel-driver when he arrives — camel-driver waits in Damascus — merchant does not come — camel-driver sells the silk for a large sum — shaves his beard, dyes his hair and dresses in fine clothes — Baghdad merchant at last arrives — searches all Damascus for camel-driver — one day recognizes him — camel-driver pretends to be a merchant of Samarkand — Baghdad merchant brings him before the judge — judge decides he can do nothing, as there are no witnesses — as camel-driver leaves court, judge suddenly calls out "Camel-driver!" — he stops and turns round — judge puts him in prison, and makes him pay money to Baghdad merchant.

10. A slave in ancient Carthage — cruel master — slave runs away into desert — sleeps that night in a cave — waked up by terrible roar — sees lion coming into cave — terrified — but lion quite gentle — holds up wounded paw — slave takes out a big thorn — lion grateful and wags his tail — slave and lion live together as friends — at last slave homesick — goes back to Carthage — is caught by his master — condemned by judge to be thrown to lions — thousands go to amphitheatre to see man fight lion — slave brought out — lion rushes to attack him — but when he sees slave lies down and licks his feet — same lion — great astonishment — governor sends for slave — hears his story — frees slave and gives him the lion.

11. King Solomon noted for his wisdom — Queen of Sheba heard of his fame — came to visit him — impressed by his wealth and grandeur — wanted to test his power of solving puzzles — showed him two garlands of flowers, one in right hand and one in left — one real, the other artificial — asks, "Which is which?" — courtiers puzzled — both garlands look the same — Solomon silent — Queen feels triumphant — Solomon ordered windows to be opened — bees flew in from garden — buzzed about the Queen — all settled on garland in her right hand — Solomon said the flowers in right hand real, in left hand artificial — Queen impressed with his wisdom.

12. Ship of pirate becalmed near rocky coast — pirate sees bell fastened to dangerous submerged rock — asks what it is — is told it was placed there to warn sailors in storms — thinks it would be a joke to take the bell — rows across in boat to rock — they cut the chain and sink the bell — wind rises and they sail away — years after pirate returns to same coast —

sea covered with fog and storm rising — pirate does not know where he is — a terrible crash — ship strikes on the same rock — as they go down the pirate realizes his ship wrecked on the same rock — wishes he had left the bell alone.

13. Rich nobleman gives a grand feast — many guests — his steward tells him a fisherman has brought a fine fish — nobleman tells him to pay him his price — steward says his price is a hundred lashes — nobleman thinks this a merry jest — sends for fisherman — fisherman confirms steward's report — nobleman agrees — fisherman quietly receives fifty lashes — then stops — says, he has a partner to whom he promised half the price — "Who is he?" — nobleman's porter — "Why?" — porter refused to let him in if he did not agree — porter brought in and given the other fifty lashes — guests enjoy joke — nobleman rewards fisherman.

14. Ali, a barber in Baghdad — Hassan, a wood-seller — Hassan brings Ali load of wood on a donkey — they bargain about the price — at last Ali offers so much for "all the wood on the donkey's back" — Hassan agrees — unloads the wood — Ali claims donkey's wooden saddle — Hassan protests — quarrel — Ali seizes saddle and drives Hassan away with blows — Hassan appeals to Khalif — Khalif gives him advice — some days later Hassan goes to Ali's shop — asks Ali to shave him and a friend for so much — Ali agrees — shaves Hassan first — "Where is your friend?" — "Outside" — Hassan fetches in his donkey — Ali refuses to shave donkey — drives Hassan away — Hassan reports to Khalif — Khalif sends for Ali — forces him to fulfil his bargain — Ali has to shave Hassan's friend, the donkey, before all the courtiers — great laughter, and shame for Ali.

II. BARE OUTLINE.

Fox on hot day — hungry — sees grapes growing up tall poles — several useless jumps — "Grapes sour!"

COMPLETE STORY.

The Fox and the Grapes.

A fox was one day trotting along in the field by a wood. He was rather hungry, and was looking out for something to eat.

After some time he came to a vineyard; and the vines were laden of fine bunches of grapes. But the vines were all growing up tall poles, so that the bunches of grapes were too high up for the fox to reach.

"They look very fine," thought the fox; "I must have some. Perhaps I can get some if I jump high enough."

So he jumped as high as he could; but he could not reach them. He jumped again, and again, and again; but it was no good. There hung the grapes, but not for him. Jump as he would, he could not reach them.

At last he gave it up, and went away. "I will not have these grapes," he said. "I am sure they are sour, and not worth eating."

Exercise 153. *Develop the following outlines by introducing details into connected stories :—*

1. Frogs croaking in pond — boys throw stones — frogs protest —"Only play"—"Play to you, death to us."
2. Wolf drinking at stream — hungry — sees lamb drinking below — says it has muddled water — so kills it.
3. Dog steals bone — crosses bridge — sees reflection in water — another dog with bone — jumps in to get it — loses real bone.
4. Farm-dog meets wolf — wolf very thin — sheep too well-guarded — dog's advice —"Do honest work; master feeds well"— wolf agrees — notices mark round dog's neck — "Why?"— mark of chain — wolf refuses to work — rather be free and starve.
5. Two beggars — one blind, one lame — both helpless — cripple's proposal — the blind man to carry him and he to lead — agreed — result and moral.
6. Wolf has bone in throat — asks crane to pull it out — crane afraid — wolf promises reward — crane picks bone out — wolf says reward is not having head bitten off.
7. Lion asleep — waked up by mouse — angry — mouse promises to help lion sometime — lion lets mouse go — lion in trap — mouse gnaws ropes — lion freed — grateful to mouse.
8. Forest — two travellers — meet bear — one climbs a tree — the other lies down as if dead — bear smells his head — goes away — first traveller asks what bear said — "Beware of friends who run away in danger."
9. Fox falls into well — can't get out — invites goat in — "Sweet water"— climbs out over goat's back — leaves goat in well.
10. Lion king of forest — kills many animals — survivors terrified — hare offers to save them — tells lion another lion in forest — lion wants to see and kill him — hare takes lion to deep well — lion sees his reflection — jumps in thinking it is the other lion.
11. Traveller lost in forest — cold and hungry — meets Satyr — Satyr gives him hot soup — man blows soup — "Why?"—"To make it cool"— man blows hands —"Why?" "To make them warm"— Satyr angry —"Can't trust a man who blows hot and cold."
12. Dispute between sun and wind — which is stronger? — wind blows — traveller clasps cloak tighter — sun shines — traveller takes coat off — moral.

13. English sailor — prisoner of war — war ends — comes home — London — bird-seller — sailor buys cage of birds — sets birds free — Why?

14. King Solomon and Queen of Sheba — riding together — ant-hill — Solomon rides round —"Why?"—"Strong must spare weak."

15. Clear pool — stag drinking — admires his horns — despises his thin legs — hunter and hounds — stag flees — horns catch in tree — stag pulled down — dying thoughts.

16. Cap-seller under tree — ten red caps for sale — falls asleep — caps gone when he wakes — ten monkeys in tree — each wears a cap — he can't catch them — despair — snatches cap off his head and throws it down — monkeys do same — imitation.

17. Wolf hungry — sheep too well-guarded — wolf's plan — puts on sheep's skin — mingles with flock — sheep bleating — wolf tries to bleat — only howls — detected — killed by shepherd.

III. UNFINISHED STORY.

A farmer rode to a fair to sell his sheep. He got good prices for them, and his money bags were full of gold and silver. As he had a long ride before him to get home, he went to the inn and called for his horse. The stable-man brought it out, and said:

"There is a nail out of this shoe. You had better wait and have it put in."

"No, no," cried the farmer, "I can't wait a minute. One nail does not matter."

So he got on his horse and galloped out of the town. After some hours' hard riding, he stopped at an inn, when ——

COMPLETION.

——when he found his horse had lost a shoe. The stable-boy said:

"Sir, you had better let me take your horse to the blacksmith to have a shoe put on."

"No," said the farmer, "I am late, and can't wait for that. I have only a few miles to go, and my horse can manage so far without a shoe."

He got on his horse again, and rode on. But after a few miles the horse began to limp, and soon it went quite lame. The farmer had to get off, and lead it. At last night came on, and he was still a good way from home.

Suddenly two robbers jumped out of the bushes and attacked him. They soon robbed him of his money bags, and left him, bruised and weary and sad sitting by his lame horse.

"Alas!" he said, "for want of a horse-shoe nail I have lost all my money."

[TITLE OF STORY—"THE MISSING NAIL."]

Exercise 154. *Complete the following stories in the best way you can, and give them suitable titles :—*

1. Some woodmen were cutting down trees in the forest, and sawing the trunks into planks. When midday came, they dropped their tools and went off to get some dinner. Now some monkeys, who had been sitting in the trees nearby, had been watching the men at their work, and were very curious to know what they were doing. So when the men had gone, they came down and began to examine the tools. The biggest monkey jumped on a log of wood and looked at the wedge driven into the wood. He called the other monkeys, and——

2. One morning a crow was hopping about near the kitchen, and saw a nice piece of cheese inside. As the cook was not there, she hopped in and stole the cheese, and flew away with it in her beak to the branch of a tree. A fox, hiding in the bushes nearby, saw this, and made up his mind to get the cheese. So he went and stood under the tree where the crow was, and said——

3. Once upon a time a thief stole a bell in a town, and ran away with it to the mountains. There he was killed by a tiger, and the bell lay on the ground for some time. Some monkeys found the bell, and amused themselves by ringing it. For months the people of the town heard the sound of bells in the mountains, and could not understand. A story went round that it was the dinner bell of a wicked ogre who was seeking for men to eat. The alarm became so great that the Rajah offered a large reward for the banishment of the ogre. An old woman——

4. A poor Arab was travelling in a desert. He was hot and thirsty, and so he was very glad when he came to a spring of water near some palm trees. "What sweet water is this!" he said, when he had taken a good drink. "I will take a bottle of it to the Khalif as a present." So he filled his leather bottle, and set off. It was a long journey ; but at last he reached the town where the Khalif was. When he came before the Khalif, he presented his bottle ; and the Khalif——

5. Mukerjee was coming home from school. He had had a bad day, and felt very sorry for himself. He had been fined for being late, and had got the cane for rude behaviour. "I've no luck at all!" he muttered to himself. Just then he noticed something lying by the side of the road. He picked it up and found it was a purse full of ten-rupee notes. "Here's a piece of luck!" he said. But just then a policeman——

6. Yaqub had been told a score of times by his mother not to climb trees. But Yaqub was very fond of climbing trees; and one afternoon, when his mother was asleep, he slipped out into the wood, and began climbing a tall mulberry tree. He had got half-way up, when suddenly there was a loud crack, and——

7. Manohar Lal had been saving up his pocket money for weeks to buy a camera. Every week he put so much away carefully in a tin box which he kept under his bed, the key of which he always kept in his pocket. At last he thought he had saved enough, and full of pride went to take it out and buy the camera. But when he opened the box——

8. A chuprasi was sent by his master to the bank with Rs. 2,000 in notes. He was a trustworthy man, and had often carried even larger sums of money. When he reached the bank, he found he was too early; so he thought he would go to the bazaar to buy some things he wanted, and return to the bank later. As he was bargaining for some fruit, a man——

9. One night Tulsi Das was sleeping in his bed-room. It was quite dark, and the room was quiet. Suddenly he woke up with a sense of terror. He had a feeling that someone or something was in the room. He lay still listening. He was just going to get up to light the lamp, when——

10. It was the school-holiday, and Latif and Majid agreed to go for a long walk in the country. It was a fine day when they started, but later on the sky was clouded and it threatened rain. They saw a small house nearby, and hurried towards it for shelter; but they found the house was locked up and apparently empty. But just as they were going away, they heard a scream from inside——

11. Murad and Hasan lived in the same room in the school hostel. They were great friends. One evening they agreed to play a trick on a fellow student, called Abdul, who had played a trick on them. They knew he would not be in his room at that time, and so they crept quietly to his door with the intention of upsetting all his things. But when they opened the door——

12. Narain had just bought a new motor-car, of which he was very proud. He took lessons in driving, and when he thought he could manage the car, he offered to take his friend, Devi Dayal, out for a drive. For the first few miles all went well. Devi Dayal was praising his friend's driving, when——

13. A large steamer was crossing the Atlantic. It was a fine morning and the sea was calm. The passengers were chatting and reading on deck. Suddenly there was a cry of "Man overboard!" Bells rang and the engines stopped, and all was excitement. But before a boat could be lowered——

14. Mr. Dev Raj, pleader, was in the train going to the next town to take a case. He had a second-class carriage to himself, and was lying in the lower berth reading a book. Suddenly he heard the engine whistling and the brakes put on, and the next moment there was a terrible crash. He was flung off the seat on to the floor. He jumped up and rushed to the door, but——

15. One school-holiday, four boys agreed to go boating. They walked to the river, and hired a boat. Only one of them knew much about boating, but they all thought they could manage a boat quite easily. For some time all went well, and they enjoyed their outing. They got so merry that they began to lark about in the boat. Suddenly——

IV. INCOMPLETE OUTLINE.

A jester, a great favourite with a king, had great liberty. One day, however, he gave mortal offence to the king. Condemned to death. Jester pleaded for his life. King allowed him to choose by what kind of death he would die. . .

COMPLETE STORY.

Once upon a time there lived a king who had a favourite jester in his court. The jester was an amusing fellow, and the king allowed him a great deal of liberty, taking all his pranks and often impertinent sayings as great jokes. The jester, finding himself such a royal favourite, became a perfect nuisance in the court, playing practical jokes on the great lords, and not showing respect even to the greatest officials. But none of the courtiers dared complain against him, because the king was so fond of him. At last, however, the jester went too far, and in some way grossly offended the king himself, who was so furiously angry that he condemned the jester to death. The jester fell on his knees, and pleaded for his life. But the king refused to alter his sentence; but at last he so far yielded as to grant the culprit the privilege of choosing by what kind of death he should die. "I leave to thee," he said, "the mode of dying." The clever jester at once turned this concession to his advantage, and saved his life by saying, "I choose, Your Majesty, to die of *old age*."

Exercise 155. *Complete the following stories from the outlines given :—*

1. Woodman cutting down a tree. His axe fell into the river. Prayed to the river-god to give him back his axe. The river-god took a golden axe out of water and asked woodman

if that were his. He said, No. Did same with a silver axe, and the man said, No. Then brought him his own axe. Woodman thanked him, saying it was his. The god gave him the other two also. Woodman told his story to another woodman. The latter . . . . . .

2. A donkey carrying a load of salt. Fell by chance into a stream. Salt dissolved in water. Donkey relieved of the burden. Next day the donkey crossed stream with another load of salt. Deliberately threw himself into the stream. To cure the donkey of this trick, the next time his master loaded it with sponges . . . . . .

3. A bee drinking at stream. Water swift and strong. Bee in danger of drowning. Noticed by a dove in a tree above the stream. Dove plucked leaf and let it fall into the water. Bee got upon it, and was saved. Just then a hunter came by. Aimed at dove. Bee saw the danger, and . . . . . .

4. Farmer's daughter with can of milk on head going to market. Thinks what she can buy with price of milk Dreams of being rich, and refusing offers of marriage. Tosses her head in pride and . . . . . .

5. The mice discussing how to protect themselves against the cat. Many plans debated. At last a young mouse proposed that a bell should be hung round the cat's neck. This plan was agreed to at once but . . . . . .

6. A prince had a favourite wolf-hound. One day when he was out hunting, this dog was missing. But when prince came back to his castle, the hound was at the gate to welcome him; but it was covered with blood. He rushed to the room where he had left his baby. Baby nowhere to be seen. Blood all about the room. The prince at once killed his dog, but . . . . .

7. An old farmer dying. Told his sons that they would find all his wealth buried in the vineyard. When he was dead, the sons began to dig in the vineyard but . . . . . .

8. An astrologer told something disagreeable to a king. This provoked the king, who said, "Tell me how long you have to live." The astrologer, scenting danger to himself, replied, "I shall die three days before your majesty!" . . . . . .

9. A purse of gold is found by three men. They agree to divide the money. They get hungry. One of them goes off to buy food. After getting it, he puts poison into it. In his absence, the other two plot to murder him . . . . . .

10. A cat met a fox in a wood. Fox was vain of his cleverness, and asked the cat, "What are your accomplishments?" "I can climb a tree to escape the dog," replied the cat. "Is that all? I have a sackful of tricks," said the fox with contempt. At that moment a huntsman with his hounds came along . . . . . .

11. A merchant on his way home through a forest. Has a bag containing a large sum of money. Drenched to the skin, he grumbles at the wet weather. Suddenly a robber appears, who levels his gun at the merchant . . . . . .

12. An elephant used to cross a bridge every day. One day he refused to do so. His *mahaut* goaded him on with a spear. At last he submitted, but not without much hesitation . . . . . .

13. A poor but contented cobbler. His neighbour a wealthy banker. The banker gives a thousand rupees to the cobbler. The cobbler buries the silver for safety; but alas! from that day . . . . . .

14. An Arab chief was condemned to death by his conqueror As he was led to execution, he begged for a jug of water to drink. This was given him and the king assured him that he would not be killed until he had drunk the water. A happy thought struck the conquered chief, and . . . . . .

15. Fox caught in trap. Managed to escape, but with loss of his tail. Felt very much ashamed, and for some time avoided other foxes lest he should be laughed at. At last resolved to put a bold face on it, and went to the other foxes and said proudly . . . . . .

16. A king hiding from his enemies in a cave. Saw a spider trying to climb up to the roof of the cave. Each time it neared the roof, it fell back . . . . . .

17. Two men travelling along a country road. One of them picks up a bundle containing valuables, and cries out, "See what I have found!" "Do not say *I*," says the other; "say, 'what *we* have found.'" Presently the owner of the bundle comes up and charges the man with stealing . . . . . .

18. Ancient Greek story. The gods Zeus and Hermes, disguised as poor travellers, come to village. Ask for food; but driven away by villagers. Come to cottage of old shepherd and his wife. They welcome them and give them milk and bread. Guests drink all the milk. Yet more milk at once fills jug. Next day . . . . . .

19. A rich man about to leave home. Gave to three of his servants money to trade with. To one he gave five talents, to another two, and to the third one. When he returned, he called on them to render their accounts. The first had made ten talents, and the second four. He praised them both, and rewarded them equally. But the third servant had done nothing. His master said to him . . . . . .

20. Æsop, once seen in a crowd of boys playing. The passers-by laughed at him. But Æsop took an unstrung bow and said to the people, "Explain what that means." When they could not, he said . . . . . .

CHAPTER XXXII.

REPRODUCTION OF A STORY-POEM.

What you have to do in these exercises, is to tell in your own words the story which is told in a poem. The first thing, then, is to read the poem as a story, so that you know what the story is; and the next is, to tell the same story over again in your own words and your own way.

HINTS.

1. Read the whole poem through, slowly and carefully. If, after the first reading, the story is not quite clear, read the poem again, and yet again, until you feel you understand it thoroughly.
2. Write down briefly the chief facts of the story, in order to guide you in your narration. Do not leave out any important point.
3. Now try to write out the story in simple, straightforward English, telling the incidents of the story in their natural order.
4. Do not copy the language of the poem. You must use your own words in telling the story. But do not try to use fine language; be simple and choose plain words.
5. When you have finished the exercise, read it through to see whether you have left out any important fact, or have stated any wrongly.
6. Finally, examine your composition for mistakes in spelling, grammar and punctuation. And see that your sentences are properly constructed, and that the whole composition reads well.

SPECIMENS.

1. Tell concisely in the form and style appropriate to a prose-narrative the story of the following poem:—

THE GLOVE AND THE LIONS.

King Francis was a hearty king, and loved a royal sport;
And one day, as his lions strove, sat looking on the court;
The nobles filled the benches round, the ladies by their side,
And 'mongst them Count de Lorge, with one he hoped to make his bride.

And truly 'twas a gallant thing, to see the crowning show,
Valour and love, and a king above, and the royal beasts below.

Ramped and roared the lions, with horrid laughing jaws;
They bit, they glared, gave blows like beams, a wind went with their paws;
With wallowing might and stifled roar they rolled one on another,
Till all the pit, with sand and mane, was in a thund'rous smother;
The bloody foam above the bars came whizzing through the air;
Said Francis then, "Good gentlemen, we're better here than there!"

De Lorge's love o'erheard the king, a beauteous lively dame,
With smiling lips, and sharp bright eyes, which always seemed the same:
She thought, "The Count, my lover, is as brave as brave can be:
"He surely would do desperate things to show his love of me!
"King, ladies, lovers, all look on; the chance is wondrous fine;
"I'll drop my glove to prove his love: great glory will be mine!"

She dropped her glove to prove his love: then looked on him and smiled;
He bowed, and in a moment leaped among the lions wild!
The leap was quick; return was quick; he soon regained his place—
Then threw the glove, but not with love, right in the lady's face!
"Well done!" cried Francis, "bravely done!" and he rose from where he sat:
"No love," quoth he, "but vanity, sets love a task like that!"

REPRODUCTION.

THE GLOVE AND THE LIONS.

King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each other in the enclosure below. Amongst the courtiers sat Count de Lorge beside a beautiful and lively lady of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, "Gentlemen, we are better up here than down there!"

The lady, hearing him, thought she would show the king and his court how devoted her lover was to her: so she dropped her glove down among the fighting lions, and then looked at Count de Lorge and smiled at him. He bowed to her, and

leaped down among the savage lions without hesitation, recovered the glove, and climbed back to his place in a few moments. Then he threw the glove right in the lady's face.

King Francis cried out, "Well and bravely done! But it was not love that made your lady set you such a dangerous thing to do, but her vanity!"

2. *Tell the story of Leigh Hunt's "Plate of Gold" in five short paragraphs :—*

THE PLATE OF GOLD.

One day there fell in great Benares' temple-court
A wondrous plate of gold, whereon these words were writ:
"To him who loveth best, a gift from Heaven."
Thereat
The priests made proclamation: "At the midday hour,
Each day, let those assemble who for virtue deem
Their right to heaven's gift the best; and we will hear
The deeds of mercy done, and so adjudge."
The news
Ran swift as light, and soon from every quarter came
Nobles and munshis, hermits, scholars, holy men,
And all renowned for gracious or for splendid deeds.
Meanwhile the priests in solemn council sat and heard
What each had done to merit best the gift of Heaven.
So for a year the claimants came and went.
At last,
After a patient weighing of the worth of all,
The priests bestowed the plate of gold on one who seemed
The largest lover of the race — whose whole estate,
Within the year, had parted been among the poor.
This man, all trembling with his joy, advanced to take
The golden plate — when lo! at his first finger touch
It changed to basest lead! All stood aghast; but when
The hapless claimant dropt it clanging on the floor,
Heaven's guerdon was again transformed to shining gold.

So for another twelvemonth sat the priests and judged,
Thrice they awarded — thrice did Heaven refuse the gift.
Meanwhile a host of poor, maimed beggars in the street
Lay all about the temple gate, in hope to move
That love whereby each claimant hoped to win the gift.
And well for them it was (if gold be charity),
For every pilgrim to the temple gate praised God
That love might thus approve itself before the test.
And so the coins rained freely in the outstretched hands;
But none of those who gave, so much as turned to look
Into the poor sad eyes of them that begged.

And now
The second year had almost passed, but still the plate
Of gold, by whomsoever touched, was turned to lead.
At length there came a simple peasant — not aware
Of that strange contest for the gift of God — to pay
A vow within the temple. As he passed along
The line of shrivelled beggars, all his soul was moved
Within him to sweet pity, and the tears welled up
And trembled in his eyes.

Now by the temple gate
There lay a poor, sore creature, blind, and shunned by all;
But when the peasant came, and saw the sightless face
And trembling, maiméd hands, he could not pass, but knelt,
And took both palms in his, and softly said: "O thou,
My brother! bear the trouble bravely. God is good."
Then he arose and walked straightway across the court,
And entered where they wrangled of their deeds of love
Before the priests.

A while he listened sadly; then
Had turned away; but something moved the priest who held
The plate of gold to beckon to the peasant. So
He came, not understanding, and obeyed, and stretched
His hand and took the sacred vessel. Lo! it shone
With thrice its former lustre, and amazed them all!
"Son," cried the priest, "rejoice. The gift of God is thine.
Thou lovest best!" And all made answer, "It is well,"
And, one by one, departed. But the peasant knelt
And prayed, bowing his head above the golden plate;
While o'er his soul like morning streamed the love of God.

REPRODUCTION.

THE PLATE OF GOLD.

One day a wonderful plate made of gold fell from heaven into the court of a temple at Benares; and on the plate these words were inscribed: "A gift from Heaven to him who loves best." The priests at once made a proclamation that every day at twelve o'clock, all who would like to claim the plate should assemble at the temple, to have their kind deeds judged.

Every day for a whole year all kinds of holy men, hermits, scholars and nobles came, and related to the priests their deeds of charity, and the priests in solemn council heard their claims. At last they decided that the one who seemed to be the greatest lover of mankind was a rich man who had that very year given all his wealth to the poor. So they gave him the plate

of gold. But when he took it in his hand, it turned to worthless lead; though, when he dropped it in his amazement on to the floor, it became gold again.

For another year claimants came; and the priests awarded the prize three times. But the same thing happened, showing that Heaven did not consider these men worthy of the gift.

Meanwhile a large number of beggars came and lay about the temple gate, hoping that the claimants who came would give them alms to prove they were worthy of the golden plate. It was a good thing for the beggars, because the pilgrims gave them plenty of money; but they gave them no sympathy, nor even a look of pity.

At last a simple peasant, who had heard nothing about the plate of gold, came; and he was so touched by the sight of the miserable beggars, that he wept; and when he saw a poor blind and maimed wretch at the temple gate, he knelt at his side and took his maimed hands in his and comforted him with kind words. When this peasant came into the temple, he was shocked to find it full of men boasting of their kind deeds and quarrelling with the priests. One priest, who held the golden plate in his hand, seeing the peasant standing there, beckoned to him; and the peasant came, and knowing nothing about the plate, took it in his hands. At once it shone out with three times its former splendour, and the priests said: "Son, the gift is yours; for you love best."

Exercise 156.

1. Tell in your own words the story of Leigh Hunt's "Abou Ben Adhem". What is the moral of the legend? [Wren's "Lotus Book of English Verse", No. 128. Wren's "Story Poems", No. 20.]

2. Imagine yourself to be King Bruce, and tell the story of "King Bruce and the Spider". ["Lotus", No. 5. "Story Poems", No. 10.]

3. Tell the story of "Bishop Hatto" in a letter to a friend. ["Lotus", No. 59. "Story Poems", No. 37.]

4. Tell at length the story told in Campbell's "Adelgitha" supplying details left out by the poet. ["Story Poems", No. 62.]

5. Tell in your own words the story of "The Blind Men and the Elephant", as told by J.G. Saxe. ["Lotus", No. 16. "Story Poems", No. 1.]

6. Tell the story of Southey's "Inchcape Rock" in your own words. ["Lotus", No. 60. "Story Poems", No. 9.]

7. Tell the story of "Androcles and the Lion", as related by Androcles. ["Story Poems", No. 14.]

8. Tell the story of Browning's "Incident of the French Camp" in your own words. ["Lotus", No. 108. "Story Poems", No. 21.]

9. Relate in a few plain sentences the bare facts narrated to W. R. Spencer's "Beth Gelert". ["Lotus", No. 51. "Story Poems", No. 36.]

10. Rewrite the story of "The Fisherman and the Porter", as told by the fisherman. ["Story Poems", No. 39.]

11. Tell the story of Leigh Hunt's "Mahmoud", using the dialogue form for the conversational parts. ["Lotus", No. 61. "Story Poems", No. 41.]

12. Put yourself in the place of Ibrahim, and tell the story told in Lowell's "Yussouf" from his point of view. ["Lotus", No. 62. "Story Poems", No. 42.]

13. Tell the story narrated in Trench's "Harmosan", as told by a member of the Caliph's retinue. ["Lotus", No. 63. "Story Poems", No. 43.]

14. Read the poem "John Maynard"; and then describe in your own words the heroism of John Maynard. ["Story Poems", No. 55.]

15. Imagine yourself to be the country mouse; then tell the story of "The Town and the Country Mouse". ["Story Poems", No. 57.]

16. The two poems, Campbell's "Earl March" and Scott's "Maid of Neidpath", are two versions of the same incident. Read both these poems and then tell in simple language the one story which both relate. ["Story Poems", Nos. 94 and 95.]

17. Tell in your own words the story of Thackeray's "Canute and the Tide". ["Lotus", No. 18. "Story Poems", No. 64.]

18. Tell in your own words the beautiful legend related in W. Bruce's poem "The Stranger". ["Story Poems", No. 81.]

19. Relate in your own words the Talmudic legend about Solomon and the Bees as narrated in verse by J. G. Saxe. ["Lotus", No. 64. "Story Poems", No. 89.]

20. Relate in simple language and in the form of a dialogue the incident told in J. Merrick's "Chameleon". ["Lotus", No. 17. "Story Poems", No. 77.]

21. Tell the story of Hay's "Enchanted Shirt" in your own words. ["Lotus", No. 8. "Story Poems", No. 65.]

22. Tell in your own words the story of the jester who, condemned to death, saved his life by his wits. ["Story Poems", No. 72.]

23. Read Lowell's "Dara"; then relate in four paragraphs (*a*) the early life and rise of Dara; (*b*) the jealousy which his rise excited; (*c*) the incident of the chest; and (*d*) the clearing of the suspicion about his integrity. ["Lotus", No. 66. "Story Poems", No. 66.]

CHAPTER XXXIII.

LETTER-WRITING.

Every educated person should know how to write a clear and readable letter. Everyone has sometimes to write business letters of some sort, and may have to face the problem of writing an important letter that will vitally affect his interests in life. The art of letter-writing is, therefore, no mere ornamental accomplishment, but something that every educated person must acquire for practical reasons.

I. THE FORM OF LETTERS.

Letters are messages, and certain *letter-forms* have been established by experience and custom as the most useful forms of conveying messages of different sorts. These forms must be learned and used by every letter-writer, for neglect of them is a sign of ignorance and carelessness.

There are several different kinds of letters (such as friendly letters, business letters, etc.) each of which has its own particular form; but there are certain matters of form which apply to all, and these may be explained first.

In all kinds of letters there are six points of form to be attended to, namely:—

1. The Heading, consisting of (*a*) the writer's address and (*b*) the date.
2. The courteous Greeting or Salutation.
3. The Communication or Message—the body of the letter.
4. The Subscription, or courteous Leave-taking, or Conclusion.
5. The Signature.
6. The Superscription on the envelope.

1. *The HEADING.*—This informs the reader *where* you wrote the letter, and *when*. The *where* (which should be the writer's full postal address) gives the address to which the reader may reply; and the *when* is for reference, as it gives him the *date* on which you wrote.

The position of the heading is the top right-hand corner of the first page — the address above and the date just below it. For example:—

23, Hornby Road,
Bombay,
24th July, 1929.

Note.—The date may be written in full (12th January, 1929) or abbreviated (Jan. 12th, 1929 or 12-1-1929).

2. *SALUTATION or Greeting.*—The form of Greeting will depend upon the relation in which you stand to the person to whom you are writing.

To members of your family, for example, it will be—

Dear Father, My dear Mother, Dear Uncle, Dear Hari, etc.

To friends, it will be—

Dear Mr. Desai, or *Dear Desai,* or *Dear Ramchandra,* etc.

To business people, it will be—

Dear Sir, Gentlemen, etc.

[Full examples will be given for each kind of letter later.]

Note.—The use of the term *Dear* is purely formal, and is a mere polite expression, not necessarily implying any special affection.

The position of the Salutation is at the left-hand of the first page, at a lower level than the Heading.

3. *The COMMUNICATION or Body of the letter.*—This is, of course, the letter itself, and the style in which it is written will depend upon the kind of letter you wish to write. The style of a letter to an intimate friend will be very different from that of a purely business letter, or an official communication. But a few hints that apply to all letters are given below.

(*a*) *Divide your letter* (unless it is very short) *into paragraphs,* to mark changes of subject-matter, etc.

(*b*) *Use simple and direct language* and short sentences. Do not try to be eloquent, and drag in long words, just because they are long words. Be clear about what you want to say, and say it as directly as possible.

(c) *Try to be complete.* It is a sign of slovenly thinking when you have to add postscripts at the end of a letter. Think out what you want to say *before* you begin to write; and put down your points in some logical order.

(d) *Write neatly.* Remember that your correspondent has to read what you write, and do not give him unnecessary trouble with bad penmanship and slovenly writing.

(e) *Mind your punctuation,* and put in commas and semicolons and fullstops in their proper places. Incorrect punctuation may alter the whole meaning of a sentence.

4. *The SUBSCRIPTION or courteous Leave-taking.*—A letter must not end abruptly, simply with the writer's name. This would look rude. So certain forms of polite leave-taking are prescribed. Such as—

Yours sincerely, Your sincere friend, Yours truly, etc.

[Different leave-taking forms are used in different kinds of letters, and these will be given under their proper heads.]

The Subscription, or Leave-taking phrase, must be written below the last words of the letter, and to the right side of the page.

NOTE.—The first word of the Subscription must begin with a capital letter; *e. g.,*

Sincerely yours,

5. *The SIGNATURE or name of the writer.*—This must come below the Subscription, and more to the right. Thus:

Yours very truly,
K. R. Deshpande

In letters to strangers, the signature should be clearly written, so that the reader may know whom to address in reply.

A lady should prefix to the name Mrs. or Miss, in brackets. Thus:

Yours faithfully,
(Mrs.) J. L. Brown

6. *The SUPERSCRIPTION on the envelope.*—This should be carefully spaced — the first line (giving the name and title of your correspondent) well to the left, and each line of his address a little farther to the right.

For example—

Postage
Stamp

A. R. Madan, Esq.,
14, Park Street,
Calcutta.

To sum up:—

In writing a letter, first write your address and under it the date in the top right-hand corner of the first page.

Then write the Salutation (*e.g.*, *Dear Mr. Desai,*) lower down at the left side of the page, beginning with a capital and putting a comma after it.

Next begin your letter (with a capital letter) on the next lower line, to the right of the Salutation.

At the end of the letter write the Subscription, or words of leave-taking (*e.g.*, *Yours sincerely,*) at the right side of the page, with your signature below it and a little more to the right.

For example:—

23, Napier Street,
Lahore,
15th July, 1929.

Dear Sir,

I shall be much obliged if you will send me as soon as possible the books which I ordered a week ago.

Yours faithfully,
Abdul Ghani

II. CLASSIFICATION OF LETTERS.

Letters may be classified according to their different purposes. Thus:—

(1) Social Letters, including Friendly Letters and Notes of Invitations.

(2) Business Letters, including Letters of Application, Official Letters and Letters to Newspapers.

These have different characteristics which must be considered.

I. Social Letters.

1. FRIENDLY LETTERS.

Letters to relations and intimate friends should be written in an easy, conversational style. They are really of the nature of friendly chat; and, being as a rule unpremeditated and spontaneous compositions, they are informal and free-and-easy as compared with essays. Just as in friendly talk, so in friendly letters, we can touch on many subjects and in any order we like; and we can use colloquial expressions which would in formal essays be quite out of place. But this does not mean that we can be careless and slovenly in dashing off our letters, for it is insulting to ask a friend to decipher a badly-written, ill-composed and confused scrawl; so we must take some care and preserve some order in expressing our thoughts. Above all, it must be remembered that, however free-and-easy may be our style, we are just as much bound by the rules of spelling, punctuation, grammar and idiom in writing a letter as we are in writing the most formal essay. Such ungrammatical expressions as "It's him," "those sort of things," and "he met my brother and I," are no more permissible in a friendly letter than in a literary article. Mistakes in spelling, punctuation and grammar at once stamp a letter-writer as uneducated.

Forms of address.—In friendly letters to relations and intimate friends, the proper form of address is the name (without title) of the person to whom you are writing, prefixed by such qualifying terms as *Dear*, *My dear*, *Dearest*, etc. For example:—

Dear Father or *Mother*, *Dear Brother*, *Dearest Sister*, *Dear Edward*, *My dear Abdul*, etc.

But if you are writing to an ordinary friend who is much older than you are, or of superior rank, it is respectful to use the title "Mr."; e. g., *My dear Mr. Robinson.* (N. B.—Students writing friendly letters to their teachers or professors, should always address them thus.)

The forms of subscription are varied. The following can be used in letters to relatives and near friends:—*Yours affectionately, Your affectionate* (or *loving*) *son,* or *brother* or *friend, Yours cordially* (to friends); or you can use some such form as this:—

With love and best wishes,
From your affectionate friend,
Ahmad Hasan

In concluding letters to friends or acquaintances whom you address as "Mr." (e. g., *My dear Mr. Durga Prasad*) you should use the word *sincerely* or *very sincerely,* in the subscription; and this may be preceded by *With kind* (or *very kind* or *kindest*) *regards.* Thus:—

With kind regards,
Yours sincerely,
Chaman Lal

(N. B.—*Sincerely* should not be used in letters beginning with the formal *Dear Sir,* after which the proper word of subscription is *faithfully* or *truly.*)

[*To your uncle on his 70th birthday.*]

7, Marine Lines,
Bombay,
24th March, 1929.

My dear Uncle,

I have just remembered that it is your birthday on Saturday and so I must send you a birthday letter at once. And I will begin with the old greeting, Many happy returns of the day! I hope the day itself will be peaceful and happy for you, and that you will be spared in happiness and health to us all for years yet. You have always been a kind and generous uncle to me, and I take this opportunity of thanking you from the bottom of my heart for all you have done for me. And I know all your nieces and other nephews feel the same.

I was so glad to hear from father that you are still hale and hearty, and can take your four-mile walk every day, and still play a good set of tennis.

I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever — so father says.

I am getting on well in my business, and hope to enlarge it considerably before the end of the year.

With love and best wishes,
Your loving nephew,
SOHRAB

[*From a boy in a boarding-school to his mother, telling her that he dislikes the life of a boarder.*]

St. Dominic's,
Patna,
24th October, 1929.

Dearest Mother,

I was so glad to get your letter yesterday. Thank you so much! I read it just after morning school; but it made me feel very homesick. It seems years since I left home though it is really only about a month. It seems ages to the Christmas holidays, when I shall be able to come home. It was much nicer when I was at the day-school, and came home every afternoon.

I do hate being a boarder. I am in a big dormitory, with about twenty other boys. Some of them are all right; but the bigger boys are always playing nasty jokes on us smaller ones; and we daren't say anything, or we should get a most awful licking. The master comes round to see all lights out, but all the larking goes on after he has gone; so he knows nothing about it. And I don't like the masters. They simply make you work all day, and cane you for every fault. Most of the boys are horrid; but I like two or three.

Please ask Dad to put me into a day-school again. I should be much happier there.

With love,
From your loving
TOMMY

[*The mother's reply.*]

Hill-top House,
Malvern,
26th October, 1929.

My dear Tommy,

Thank you for your letter. But I am sorry you are so unhappy at St. Dominic's. I don't wonder you feel rather homesick, for it is the first time you have been away from home; and I, too, often and often want you home again, my child. But, you know, we can't always have what we want in life. If I were selfish, I would keep you always at home, for I don't like any of my children to be away; but then how would you ever get your education, and grow up to be a man able to

manage your own life? Your father thinks that a few years at a boarding-school is necessary for all boys, to make men of them; and he knows best.

So, my dear boy, you must be brave and stick to your school. I am sure you will soon get to like it, as other boys do. Don't mind the jokes boys play on you, and if you do, don't let them know you do. When they see you don't mind, they will soon get tired of teasing you. So cheer up! and be a brave laddie.

With much love,
From your loving
MOTHER

Exercise 157. *Write a short letter :—*

1. To your cousin, requesting the loan of a camera during your holidays.
2. From a boy in a boarding-school to his mother who is keeping poor health.
3. To your father who has been away from home for a fortnight, about anything of interest that has taken place in his absence.
4. To your cousin about what particularly pleased you at the circus.
5. From a boy at a boarding-school to his parents on the approaching vacation.
6. From a son to his father, stating how he hopes to fare in the approaching School-Leaving Examination.
7. To your younger brother, scolding him for having neglected his studies.
8. Reply to the above.
9. From a mother to her daughter, on receiving a bad report from her boarding-school.
10. Reply to the above.
11. You have recovered from a long illness. Write about your experience in bed, etc., to your cousin.
12. You have been delayed one night by a railway accident near a small country out-station. Write a letter home relating your experience.

[*From a boy to his friend, describing his first ride in a motor-car.*]

Rose Cottage,
Lucknow,
28th December, 1929.

Dear Harry,

You can't guess what I did yesterday! I had my first ride in a motor-car! And it was ripping, I can tell you. Mr. Trip, who is a friend of father, brought his car round yesterday afternoon, and took us all for a drive. I sat near to the driver,

and had a fine time. Part of the time we went forty miles an hour! Fancy that! And we went ever so far — miles and miles. The driver has promised to teach me to drive when I am older. When I grow up, I mean to have a car and drive it myself. You can come with me in my car if you're decent.

Well, I must stop. Good-bye!

With love from
JOHNNY

[*To a friend, about your favourite game.*]

18, East Road,
Junglepore,
6th March, 1929.

Dear Sharif,

Thanks for your letter, with your praises of cricket as the finest game in the world. I don't want to dispute that; but it is not my favourite. I have two favourite games, one for out-of-doors and one for indoors.

For exercise and interest, I like tennis best of all outdoor games. Football and hockey are too violent to suit me; cricket is too slow; badminton is childish. But tennis gives you plenty of exercise; it develops quickness of eye and limb; and it calls your brain, your thinking power, into action. A few sets of tennis in the evening keep me physically and mentally fit.

For indoors, chess is the queen of games. I take no interest in card games; and draughts after chess is like water after wine. People say chess is a selfish game, because only two can play at a time. Well, I don't see that bridge is only less selfish, simply because four play instead of two. They also say it is slow. No chess-player ever says this. For an outsider, it may look slow to see two men sitting silent and making a move only every few minutes. But to the two players, it is all the time intensely exciting. There is no game that so absorbs you like chess.

You will probably scoff; but I don't mind.

Yours cordially,
LAL KHAN

[*To a friend, describing a football match in which you were referee.*]

14, Long Lane,
Shahpore,
22nd January, 1929.

Dear Devi Prasad,

My advice to those who are about to act as football referees is — Don't! Why? Hear my sad story.

We have here two local teams called the Afghan Club and the Moghuls. They are easily the best teams in the district,

and in every tournament the fight in the end is between these two. And when their blood is up, they both fight to win, by fair means or foul — mostly foul. Moreover, the town is divided into two bitterly opposed factions — Afghanites and Moghulites, who roll up to the matches to cheer and jeer, and to see "fair" play.

The game had not long begun, before I had to turn off one of the Afghans for foul play. The team protested, the crowd roared and things looked ugly; but I stuck to my point, and they settled down. But they were sulky. Then the Moghuls scored; and the Afghans looked sulkier still.

But the fun began when I awarded the Moghuls a penalty kick close to goal, by which they promptly scored again. Then all the Afghanites rushed on to the field, yelling and shouting, and went for *me*. I was jostled, struck and kicked and knocked down; and the match came to an end in free fight between the two parties.

I am sitting up, nursing my wounds, and vowing, "No more refereeing for me!"

Yours in sorrow,
AHMAD DIN

Exercise 158. *Write a short letter:—*

1. To a friend, telling him how you play your favourite game, assuming that he knows nothing about it.
2. To a friend, describing your favourite hobby.
3. To a friend, describing a recent exciting cricket match in which your side won.
4. To a friend, describing a football match.
5. To a friend, describing a tennis tournament.
6. To your friend whom you are sending a photograph recently taken of your school football team, referring to some common friends in the group.
7. Reply to the above.
8. To a friend, describing your mishaps in an obstacle race in the school.
9. To a friend, describing a magic lantern entertainment.
10. To a friend, describing a cinema-picture which appealed to you very much.
11. To an English boy, describing the Indian Juggler.
12. To your friend, about some memory feats you have witnessed or heard about.
13. To a friend who has failed to take his defeat well.
14. Friend's reply to the above.
15. To your friend who did not "play fair."
16. Friend's reply to the above.
17. To a friend, expressing your preference for outdoor games.
18. Friend's reply, expressing preference for indoor games.

19. To your sister, about a real or imaginary flight in an aeroplane.

[*To a friend, arranging for an excursion together.*]

5, Railway Road,
Rawalpindi,
15th May, 1929.

Dear Smith,

We both have a holiday next Monday. What do you say to a trip to Murree and a ramble in the gullies? We could start early, say 6 a. m., in my car, and take some grub with us, and make a day of it up in the cool. It would be a change from this heat down here. If you agree, I will arrange the picnic, and be round at your house at a quarter to six on Monday morning. Bring your camera with you.

Yours cordially,
R. P. BROWN

[*Reply, accepting.*]

Circular Avenue,
Rawalpindi,
16th May, 1929.

Dear Brown,

Many thanks for your invitation. I shall be delighted to go, and shall be ready for you at 5-45 a. m., next Monday. A day in Murree will be a grand change. Yes, I'll bring my camera, and hope to get some good snapshots.

Yours for ever,
A. B. SMITH

[*Reply, regretting inability to join.*]

Circular Avenue,
Rawalpindi,
16th May, 1929.

Dear Brown,

It is awfully good of you to propose a day's picnic at Murree. I only wish I could join you, for I am sick of this heat. But I am sorry to say I shall not be able to get away, as I have already promised to see a friend in Jhelum next Monday. Thanks all the same.

Yours very sincerely,
A. B. SMITH

[*Write a letter of introduction for a friend to take to another friend who lives in a different part of the country. Say why you think each will enjoy knowing the other.*]

5, Armenian Lane,
Calcutta,
7th February, 1929.

My dear Haider Ali,

You have often heard me speak of my friend, Abdul Latif, who is a barrister here. He is an old friend of mine, and one

for whom I have a great admiration. Well, he is going to Bombay in a few days and will probably make a fairly long stay there. And as I want you two to meet and get to know each other, I am giving him this letter for you as an introduction. I am sure you will do your best to make his stay in Bombay happy. At first you will do it for my sake; but in the end you will do it for his also. For I know you will like him, and both of you will find you have many interests in common.

Abdul Latif is, like you, very interested in social reform of all kinds. He also makes Islamic history a hobby, as you do. And, perhaps above all, he plays chess; and you are a chess enthusiast. He is also a good tennis-player. So you should get on well together.

I hope you have got rid of your cold, and are keeping quite well.

Yours very sincerely,
GHULAM SAMDANI

Exercise 159. *Write a short letter :—*

1. To a friend, giving a brief description of a holiday tour you intend to make.
2. To a friend, telling him how you spent your summer vacation.
3. To your friend, about the longest journey made by you.
4. To an English friend, giving him an idea of the life in your town or village.
5. To a friend, describing your visit to some notable public building.
6. A friend writes to say that he is spending a week in your town. Write a letter saying how sorry you are that you will be away, but telling him what he ought to see.

[*From a boy to his friend who has met with an accident.*]

Old Gate,
Rampur,
1st April, 1929.

My dear Ahmad,

Razak told me this morning that you had been knocked off your bicycle by a tonga yesterday and badly hurt. I am awfully sorry; but I hope it is not really as bad as Razak made out. If you can write, please let me know how you are. Those tongawallas are awfully careless beggars. I had a nasty spill myself a few weeks ago in the same way. Happily no bones were broken. Mind you let me know how you are getting on.

Yours for ever,
KARIM

Exercise 160. *Write a short letter :—*

1. To a friend, giving details of a railway accident (real or imaginary).
2. From a boarding-school girl to her friend, describing a terrible accident that happened to some of her friends while swinging.
3. To a friend, giving an account of a striking incident which happened to you or another.
4. To a friend, describing a thunderstorm in which you were recently caught.
5. To a friend, giving an account of a brave deed, real or imaginary, noticed by you in your street.
6. To a friend, about a striking example (real or imaginary) of presence of mind.

[*To a schoolfellow, who has been absent from school for a week.*]

High School,
Junglepore,
16th February, 1929.

Dear Yaqub,

What is the matter with you ? You have not been at school for a week, and the Headmaster is asking where you are and what you are up to. I hope you are not ill. Please write, and say when you are coming back.

You missed the football match against the Mission School last Monday, and I can tell you the Captain was jolly cross when he found you were not there. Salim took your place. However in spite of your absence, we won by two goals to one.

I hope you will soon be back again.

Yours sincerely,
AHMED DIN

Exercise 161.

1. Write to a friend who needlessly runs down the school he used to attend some time ago.
2. It is a fortnight to your examination, and you are unprepared. Write to your friend about your difficulty.
3. Reply to the above.
4. Write a letter to your friend who works on Sundays as well as on other holidays.
5. "It is better to wear out than to rust out." Discuss this saying in a letter to a friend who holds this view.
6. "A short life and a merry one." Write a reply to a friend who holds this view.
7. Write to a friend who is exclusively occupied with his studies, advising him to take part in athletic games.

8. Write a letter of advice to a friend who complains that he does not know how to spend his spare time.

9. In a letter to your very intimate friend, write plainly about his faults; also dwell upon the good points of his character.

[*Letter accompanying a birthday present.*]

Rose Cottage,
Lucknow,
3rd April, 1929.

My dear Charley,

It is your birthday on Saturday, so — Many happy returns of the day! I am sending you a camera to celebrate the event, as I know you are keen on photography, and hope you will find it useful.

With all best wishes for the best of luck from your friend,

TOM

[*Reply to the above.*]

The Nook,
Ranikhet,
4th April, 1929.

My dear Tom,

Ever so many thanks for your good wishes and your jolly present. The camera is a beauty — just the kind I have been wanting for a long time. I shall be able to take some really fine pictures with it. Thank you very much!

Yours affectionately,
CHARLEY

[*To a friend, who has recently lost his mother.*]

10, Marine Lines,
Bombay,
7th March, 1929.

Dear Fred,

It was with real sorrow that I heard this morning of your great loss. I knew your mother was ill, for your brother told me several weeks ago; but, as he at that time did not seem to think the illness was very serious, the news of your mother's death came to me as a shock. You have my sincere and heartfelt sympathy, my dear fellow, in your sorrow. I know you will feel it deeply, for you always thought so much of your mother and loved her so truly. I feel it also as a personal loss to myself; for your mother was always very kind to me, and I admired her as a good and noble woman. Her death must be a terrible grief to your father, too; please assure him also of my sincere sympathy.

Words, I know, are poor comforters. "The heart knoweth its own sorrow," and in such sorrows we are always alone. But it is not mere words when I say that I feel with you in your sorrow.

Your sincere friend,
JACK

[*Reply to the above.*]

7, Napier Road,
Poona,
10th March, 1929.

My dear Jack,

Thank you very much for your most kind and sympathetic letter. You say that words are poor comforters; but the sympathy of true friends like yourself is a great comfort in times of sorrow; and I am grateful to you for its expression.

Mother's death was a great shock to me, though I do not fully realize it even yet. We were always so much to each other; and it is hard to face the fact that I must live the rest of my life without her.

Happily her end came very peacefully. She had no pain, and passed away quietly in her sleep.

She was very fond of you, and spoke of you several times towards the end.

You will excuse me from writing more at present. I don't feel equal to it.

With many thanks, again, from

Your sincere friend,
FRED

[*To a friend on a topic of current interest.*]

11, Main Street,
Poona,
15th June, 1929.

Dear John,

I have just received my first air-mail letter from England. I sent a letter by air-mail to a friend in London on May 28th, and have got the reply to-day—that is, in just over a fortnight. Quick work! What a wonderful improvement! By the ordinary mail you have to wait six weeks for an answer from England; but now, at a little extra expense, you can write and get a reply in a fortnight.

I have always been very interested in the development of air-craft, and the last year or two have seen some notable advances. But I think the establishment of a regular air-mail between England and India is one of the finest recent achievements. How we advance! In the old days (and not so very old either!) it took six months to do the journey between India

and England; but yesterday, it took less than three weeks; and now (if you have the money) you can do it in seven days from Karachi to London! And how rapidly flying has developed! It is only twenty years since M. Bleriot flew the Channel — which was thought a great achievement then. Now we have planes crossing the Atlantic, and a regular air service between England and India.

I wonder what we shall see (or our children) in the next thirty years!

Yours very sincerely,
BERT

Exercise 162. *Write a short letter :—*

1. From a young man who has recently become possessed of a fortune left him by his uncle, to his intimate friend.
2. To a friend, advising him to insure his life.
3. To the same, giving information about life-insurance.
4. To a friend, proposing the formation of a debating union.
5. Reply to the above.
6. To a friend, describing a pleasant dream.
7. To a friend, describing a horrid dream.
8. To a friend, giving an account of your favourite story-book or author.
9. To a friend, asking him to return a book which you lent him a long time ago. Couch your letter in such terms that your friend will not take offence.
10. To a friend, apologizing for not having kept an appointment.
11. To a sick friend, congratulating him on the good progress he is making.
12. To a friend in a hospital.
13. To a friend who has long been silent.
14. Reply to the above.
15. From a sister to her brother, describing her visit to an orphanage.
16. To your uncle in Japan, asking for information about the habits and customs of the Japanese.
17. Reply to the above.
18. From a son to his father, asking permission to become a lawyer.
19. The father's reply to the above.

Exercise 163.

1. Write a letter to a village boy, your cousin, telling him what your town is like.
2. An uncle has sent you a present of a ten-rupee note. Write a letter thanking him and telling him how you propose to spend it.

3. Write a letter to your American friend to accompany a small model of the Taj Mahal at Agra which you are sending him.
4. Reply, referring to the sky-scrapers of New York.
5. Your friend is a member of a large family; you are not. Write to him.
6. Reply to the above.
7. Write a letter to a friend, telling him that you have shifted to a new house, and describe your new neighbourhood.
8. In a letter to your sick friend, advise him to go to a hospital as, owing to various circumstances, he cannot be looked after properly at home.
9. Imagine that you have returned from a visit to your uncle. Write a letter, thanking him for his kindness and describing your journey.
10. Write a letter to a friend, describing a book you have just read and strongly recommending it to him.

2. NOTES OF INVITATIONS.

A formal invitation is generally written in the third person, and should contain no heading, no salutation, and no complimentary close. The writer's name should appear in the body of the letter. The address of the writer and the date should be written to the left, below the communication.

The reply to such a note should also be in the third person, and should repeat the date and time mentioned in the invitation.

[*Formal note of invitation.*]

Mr. and Mrs. Charles White request the pleasure of Mr. John Bowyer's company at dinner on Friday, the 20th of July, at eight o'clock.

Mountain House,
Simla,
12th July.

[*Formal note of acceptance.*]

Mr. John Bowyer has pleasure in accepting the kind invitation of Mr. and Mrs. Charles White to dinner on Friday, the 20th of July, at eight o'clock.

The Cecil Hotel,
Simla,
13th July.

[*Formal note of refusal.*]

Mr. John Bowyer regrets that a previous engagement prevents his accepting the kind invitation of Mr. and Mrs. Charles White to dinner on Friday, the 20th of July.

The Cecil Hotel,
Simla,
13th July.

Informal notes of invitation, acceptance and refusal are like ordinary friendly letters, though using more formal language. They are addressed to the recipient by name (*My dear Mr. Jones*), and the formal close is usually any of the following:—

Sincerely yours, Yours sincerely, Yours very sincerely, Yours affectionately (to relations, or intimate friends).

[*Informal note of invitation.*]

My dear Mr. Fletcher,

Will you give me the pleasure of your company at dinner on Monday, the 18th, at 8 o'clock?

Yours very sincerely,
MARY L. LOWTHER

The Cedars,
12th July.

[*Informal note of acceptance.*]

My dear Mrs. Lowther,

I shall be pleased to be with you at dinner on Monday, the 18th. Thanking you for your kind invitation.

I am,
Yours very sincerely,
JAMES FLETCHER

24, Norman Avenue,
13th July.

[*Informal note of refusal.*]

My dear Mrs. Lowther,

I am very sorry that a previous engagement will prevent me from joining you at dinner on Monday.

With sincere thanks for your kind invitation.

I remain,
Sincerely yours,
JAMES FLETCHER

24, Norman Avenue,
13th July.

II. Business Letters.

Business letters should be terse, clear and to the point. Businessmen are busy men, and have no time to read long, rambling and confused letters.

Business letters are naturally much more formal in style than friendly letters. Certain forms of polite expression are used, such as—

"I shall be much obliged if you will send me."

"Please despatch at your earliest convenience," etc.

At the same time certain phrases of business "jargon" should be avoided. They are commonly used, but are not good English; and the meaning can be conveyed as clearly in simple, everyday language. Examples of such expressions are—

"Yours of even date to hand."

"Despatch same at once."

Avoid so far as possible abbreviations (like *advt.* for advertisement, *exam.* for examination, etc.) and the omission of *I* or *we* (*e.g.* "Have received" instead of "We have received").

In business letters ordering goods, care should be taken to give clear and exact descriptions of the articles wanted. An itemized list of the goods wanted should be supplied, with the quality and quantity required.

Directions for forwarding should be given (by rail, post, etc.) and the manner in which payment will be made indicated (by Money Order, V. P. P., cheque, or by debiting to the writer's account). Everything should be clear and precise.

FORM.—The form of business letters is the same as already described, with one addition, *viz.*, the Address (*i. e.* the name of the firm or businessman to whom the letter is addressed), which should be written on the first page, lower down than the Heading and to the left of the page. (It may be placed at the end of the letter lower than the signature and at the left side of the page; but the usual position is at the beginning.)

MODES OF ADDRESS.—The modes of address vary.

(1) To a tradesman:—

Mr. B. Rao,
Bookseller,
14, Girgaum Road,
Bombay.

Begin *Dear Sir*, and conclude *Yours faithfully* or *Yours truly*.

(2) To a firm:—

Messrs. Black, Green & Co.,
Tea Merchants,
14, Clive Street,
Calcutta

Begin *Dear Sirs*, or *Gentlemen* and conclude with *Yours faithfully*.

NOTE.—If the firm has an impersonal title, *Messrs.* should not be prefixed. For example:—

The Star Insurance Co. The Imperial Trading Co.

(3) To professional men or private gentlemen:—

Dr. C. A. Masters,
25, Montgomery Road,
Lahore

J. R. Simons, Esq.,
Solicitor,
Carlton Chambers,
Madras

Begin *Dear Sir* or *My dear Sir*, and conclude *Yours faithfully*, *Yours truly*, etc. (not *Yours sincerely*).

Applicants for posts may use *Yours respectfully*.

Clerks and others writing to their superiors may use *Yours obediently*, *Yours respectfully*.

When a clerk signs a business letter on behalf of his employer, he puts the letter p. p. (Latin *per pro* = on behalf of) before the signature of the firm, and writes his own initials beneath. For example:—

Yours faithfully,
p. p. R. GOMES & SONS
(M. T.)

TITLES.—It will not be out of place to give here a few hints about the proper use of English courtesy titles, which are often confused by Indian students. First, as to *Mr.* and *Esq.* Formerly, only members of the upper classes were entitled to be called *Esq.*; but nowadays almost every one claims it; and it is safer to use it always, except in cases where no offence can be taken. So, in addressing envelopes, use *Mr.* only to your own employees or official subordinates, or those

of distinctly inferior social standing. Remember that *Mr.* always comes before, and *Esq.* always after, the name (*e. g., Mr. T. E. Robinson*, or simply *Mr. Robinson*; but *T. E. Robinson, Esq.*). You must never use both these titles at the same time; *e. g., Mr. T. E. Robinson, Esq.*, would be absurd. Notice, that while you can use *Mr.* without the initials or first-name, these must be inserted when you use *Esq.*; that is, you can write *Mr. Robinson*, but you must not write *Robinson, Esq.*

The same rule applies to the use of the title of a Knight (*Sir*) and of a Christian clergyman (*Rev.*). You must not write Sir Robinson, or Rev. Robinson, but, Sir T. E. Robinson, or Sir Thomas Edward Robinson, and Rev. T. E. Robinson.

If a gentleman is entitled to be called *The Honourable*, he is addressed, for example, as, *The Hon. Mr. T. E. Robinson*, or (in the case of a Knight) *The Hon. Sir T. E. Robinson.*

(N. B.—The title *The Hon.* cannot be used by itself; you must not write *The Hon. Robinson* or *The Hon. T. E. Robinson.* And you cannot use it with *Esq.*; *e. g., The Hon. T. E. Robinson, Esq.*, would be absurd.)

REPLIES.—In replying to a business letter, always quote the number or reference (if there is one) and the date of the letter you are answering. For example:—

"In reply to your letter No. 502/P, dated July 26, 1929, I beg to say," etc.

[*Example to show the form of a business letter.*]

13, Wilderness,
Lonavla,
5th September, 1929.

The Manager,
Messrs. Madon, Dutt & Co.,
5, Hornby Road,
Bombay.

Dear Sirs,

I shall be obliged if you will send me one iron bedstead with spring mattress, as advertised in your sale catalogue (p. 327, No. 61 A) for Rs. 30. Please send it by passenger train to Lonavla (G. I. P. railway station).

The railway receipt may be sent to me by V. P. P.

Yours faithfully,
W. R. Fox

[*Application to a bank for a bank draft.*]

Room No. 25, Dean's Hotel,
Peshawar,
7th March, 1929.

The Agent,
Imperial Bank of India,
Peshawar Cant.

Dear Sir,

I shall be obliged if you will supply me with a sterling draft for £ 10-6-8 (Ten pounds, six shillings and eight pence) in favour of Messrs. Freeman and Peabody, Ltd., London.

Please debit the amount to my current account.

I remain,
Yours faithfully,
HENRY SMART

[*Bank's reply to the above.*]

The Imperial Bank of India,
The Mall,
Peshawar,
8th March, 1929.

Henry Smart, Esq.,
Dean's Hotel,
Peshawar.

Dear Sir,

In reference to yours of the 7th instant, we beg to enclose the sterling draft for £ 10-6-8 you required, and have debited your account with Rs. 139-8-0. Please acknowledge receipt.

Yours truly,
W. RILEY,
Agent

[*Ordering goods.*]

20, Chetty Road,
Junglepore,
14th June, 1929.

To

Messrs. Cotton, Wool & Co.,
Drapers,
Bombay.

Dear Sirs,

I shall be obliged if you will send me the following as soon as possible:—

50 yards of green rep curtain cloth (No. 1230 in your catalogue).
6 pairs of best linen sheets.
4 white damask table-cloths (No. 738 in your catalogue).

You may send these by rail, carriage forward, to the above address, and your bill will be paid on receipt.

Yours truly,
JAMES MORRISON

[*From a shopkeeper to a customer, asking for the settlement of an overdue account.*]

Fashion and Style, Ltd.,
Hornby Road,
Bombay,
25th May, 1929.

To
E. W. Podsnap, Esq.,
4, Brush Lane,
Poona.

Dear Sir,

We beg to call your attention to our bill for Rs. 125, payment of which is long overdue. We have sent you several reminders, but have received from you no reply. We must ask you to settle this account without further delay, or we shall be obliged to take legal steps to recover the amount due to us.

Yours truly,
A. B. TAYLOR,
Manager

[*To a dentist, asking him for an appointment with you on a particular day.*]

Clarke's Hotel,
Simla,
4th June, 1929.

To
Messrs. Charlestown and Smythe,
Dentists,
The Mall,
Simla.

Dear Sirs,

My teeth are in a very bad state, and I think I had better have them taken out. I shall be glad, therefore, if you fix a day and hour when I could consult you. I am in office all the morning, but I could come any afternoon this week after 3 p. m. Will you please fix a day, and I will come to your consulting room ?

Yours faithfully,
G. P. WRIGHT

Exercise 164.

1. Write a letter to Messrs. Babcock and Singer, complaining that the watch lately bought from them does not keep good time.

2. Write a letter to a landlord, asking that certain repairs be done to the house in which you are living.

3. During the last two weeks your baker has been supplying bread of a quality inferior to what you were getting previously. Write a letter calling his attention to this.

4. Draft out the baker's apology.

5. Write a letter to your baker, telling him not to deliver any bread while you are away on a holiday.

6. Mr. Romesh Bonnerjee sends a letter to a firm, asking for their catalogue. The firm reply that the catalogues are being reprinted, and that they will send one as soon as possible. Write these two letters.

7. Write on behalf of your father to a house-agent about a suitable flat, stating clearly your requirements.

8. Write the house-agent's reply.

9. Write to the local Gas or Electric Company, saying that you need the light, etc., on your premises, and asking them to forward the lowest estimate. Do not forget to supply full particulars of your requirements.

10. You have sprained your ankle while playing football. Copy out the letter your father writes to your family doctor.

11. M. O. of Rs. 100 to your aunt — no reply from aunt — no receipt from Post Office. Write to the Post Master.

12. Write a letter to a railway company, complaining that your furniture has been damaged in transit, and claiming damages.

13. Write a letter to the manager of a factory, asking permission for a party to visit the factory.

14. Write a letter to the secretary of a joint-stock company of which you are a shareholder, notifying your change of address.

LETTERS OF APPLICATION.

A letter applying for employment should contain:—

(*a*) A short introduction stating whether the writer is answering an advertisement or is applying on his own responsibility.

(*b*) A statement of his age, education and experience.

(*c*) A conclusion giving references, testimonials, or an expression of the applicant's earnestness of purpose.

Letters of application should be in the form of business letters.

[*Reply to an advertisement for a junior clerk.*]

24, Old Gate,
Saranpur,
3rd October, 1929.

To

Messrs. Abdul Rahim & Sons,
Merchants,
Saranpur.

Gentlemen,

I wish to apply for the position of junior clerk, advertised in to-day's "Chronicle."

I am eighteen years old, and have just passed the Matriculation Examination from the Saranpur High School. I have also taken a course in type-writing and book-keeping.

I enclose some testimonials, and would refer you to the Principal of the Saranpur School for my character.

If I am given the post, I can assure you I will do my best to give you satisfaction.

I am,
Yours respectfully,
NATHU RAM BAXI

Exercise 165.

1. Answer the following advertisement—

Wanted a clerk with a good knowledge of English and Arithmetic. Apply, Manager, New Press, Allahabad.

2. Apply for position as book-keeper, advertised in a daily paper, stating age, education, experience, qualification, reasons for leaving last position, references, previous salary, salary required, etc.

3. Speaking to a friend, a prominent businessman said, "I require a successful applicant for employment under me to demonstrate that he is sober, energetic and adaptable, and that he possesses practical knowledge of the work he proposes to undertake." Make an application to the gentleman, saying you possess the required qualifications.

4. Sir, Having tried very earnestly to fit myself for advancement in your employ, I now beg to approach you in the matter of an advance in salary. In support of my request, I beg to point out the following facts:—

Finish this letter, referring to the length of your service, last promotion, why you deserve promotion, etc.

OFFICIAL LETTERS.

Letters addressed to officials are the most formal of all, and generally begin with such formal phrases, as

"I have the honour to call your attention to," etc.; "I respectfully beg to report," etc.

The proper form of address and subscription, also, must be strictly attended to. Where in a business letter you put the name of the firm you are addressing, you must write the name, titles, and designation of the official to whom you are writing. For example:—

To

A. B. Jackson, Esq., M. A., C. I. E., I. C. S.,
Collector,
Baghwanpur

The letter must then begin with the very formal *Sir* (*not* "Dear Sir," or "My dear Sir").

The proper subscription is:—

I have the honour to be, Sir,
Your most obedient servant,
Zafar Iqbal

[*Application to the Deputy Commissioner of your District for a District Board Scholarship, to enable you to join a college.*]

Mohalla Ram Parshad,
Junglepore City,
4th July, 1929.

To

J. A. Smith, Esq., I. C. S.,
Deputy Commissioner,
Junglepore District.

Sir,

I respectfully beg to apply for the grant of a District Board Scholarship, to enable me to continue my studies in a University College.

I appeared in the Matriculation Examination this year from the Junglepore Government High School, and passed the Examination in the First Division, obtaining 460 marks.

I belong to a respectable zamindar family, my father, Allah Bakhsh, being the Lumbardar of our village. He has always been loyal to the Government; and several members of our family did good service in the Great War — my uncle, and two of my brothers, having served with the troops in the campaigns in Mesopotamia.

My father is a poor man, and has a large family to support, and he cannot afford the expenses of sending me to college. It

is therefore necessary for me to ask for some financial help, if I am to have the chance of getting a University education.

I enclose copies of testimonials from my Headmaster and some of my teachers, which show that my character and conduct at school were good, and that I was a good student.

I hope that you will be able to consider my case sympathetically.

I have the honour to be,
Sir,
Your most obedient servant,
ELAHI BAKHSH
(Late Scholar of the Junglepore
Government High School)

Exercise 166. *Write* :—

1. To the Director of Public Instruction, applying for appointment as a teacher in the Educational Service.
2. To the Inspector-General of Police, applying for an appointment as Sub-Inspector.
3. To the Commissioner of Police, about the grant of license to carry arms, stating reasons.
4. To the Municipal Commissioner on the necessity of public parks in a crowded city like Bombay.
5. To the Postmaster of your town, asking for particulars about Post Office Cash Certificates.
6. To the Superintendent, Government Central Press, asking for a list of Government publications relating to dairying in India, and inquiring if any periodical is published on the subject.
7. To the Jailor, Yerawada Prison, as from a prisoner's mother, asking permission to see her son.

LETTERS TO NEWSPAPERS.

These should always be addressed to "The Editor," and they usually end with *Yours truly*.

The proper form of Salutation is *Sir*, and not *Dear Sir*.

If the writer gives his address for publication, it is usually placed below the letter and to the left of the signature.

If the writer does not wish his name to be published, he can sign his letter with a *nom-de-plume* (such as "Interested," "Anxious," "One who knows," etc.); but in any case he must give his name and address (in a covering letter) to the Editor, for no respectable newspaper will publish anonymous letters.

[*To a newspaper, about a bad piece of road that is in need of repair.*]

To

The Editor,

The Junglepore Observer.

Sir,

Our Municipality wants waking up ; and, as private appeals to their office have had no effect, perhaps a little publicity will do no harm. For the last month Chetty Road has been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages to pass that way. Moreover, there are heaps of roadmetal on both sides of the road, which leave very little room in the middle. It is scandalous that we should be inconvenienced in this way for weeks, and I hope the public will bring pressure to bear on those responsible so that the road may be put in thorough repair without further delay.

Yours truly,

INDIGNANT

4, Bazar Road.

Exercise 167. *Write :—*

1. To the Editor of a newspaper, on reckless driving.
2. To a newspaper, drawing attention to the insanitary condition of the city bazaars.
3. To a newspaper, protesting against street noises.
4. To a newspaper, advocating the establishment of a Free Library in your town.
5. To a newspaper, appealing for funds for an orphanage.
6. To a newspaper, complaining of the bad quality and inadequate supply of Municipal water in your town.
7. To a newspaper, suggesting to the public the desirability of a Social Service League in your town.
8. To a newspaper, on the evils of street-begging.
9. To a newspaper, appealing for funds to relieve the sufferers from a flood.

[*To a very near neighbour about quiet for the benefit of a person who is seriously ill.*]

21, Osborne Street,

7th May, 1929.

Dear Mr. Brown,

I am sorry to have to worry you with my troubles, but when I have explained I am sure you will understand. I regret to say that Mrs. Smith is seriously ill. The doctor, who has just been, says she is in a critical condition, and that *absolute quiet* is essential for her recovery. She has had several bad nights, and cannot get sufficient sleep. I am sure you will not be

offended if, in the circumstances, I ask you to tell your servants and your children to make as little noise as they can during the next few days. Our houses are so close together that we cannot help hearing shouting, and even talking; and the slightest noise disturbs my wife, who is in a very low, nervous state. If she can only have a few days and nights of quiet, I think it will work wonders.

Apologizing for putting you to this inconvenience,

I remain,
Yours sincerely,
JOHN SMITH

[*A father reports to the police that his son has not returned home from school, giving particulars of the boy, his dress, etc.*]

10, Clive Street,
Junglepore,
25th September, 1929.

To
The Inspector,
Police Thana,
Junglepore.

Dear Sir,

My son, Abdur Rashid, a lad twelve years old, is missing, and I am very anxious about him. As all my efforts to trace him have failed, I must appeal to you for help. He went to school this morning as usual, but, although it is now nearly eight o'clock, he has not returned. He generally comes home before 4-30 p. m., every day. I have made inquiries at the school (the Government High School), but the headmaster cannot throw any light on the matter. He says Abdur Rashid left school as usual about 4-15 p. m. and that he was quite well. The only clue I can find is from one of his school friends (a boy called Mhd. Husain) who says he saw my son going along the canal bank at about 4-30 p. m. with a man, whom he did not know. He cannot describe this man, but says he was wearing a white pagri and a brown jacket.

Abdur Rashid was wearing a red fez and a white coat and trousers. He is rather tall for his age, and walks with a slight limp.

I cannot think he has got into mischief, as he has always been a good boy and most regular in his habits. In view of the kidnapping case a few weeks ago, I am naturally very anxious lest he may have suffered from some foul play. Please do your best to trace him, and let me know as soon as you have anything to report.

Yours truly,
ABDUR RAHIM

[*Certificate to a pupil.*]

New English College,
Rustumabad,
10th May, 1929.

Ahmad Hasan has studied in this college for two years, and has just appeared in the Intermediate Examination. As he has worked well and is intelligent, he stands a good chance of passing. His conduct has been most satisfactory and he bears a good character. Physically he is robust and active, and was a member of the college football team. I am sure he will do any work entrusted to him conscientiously and efficiently.

PETER SIMPSON, M. A. (OXON.),
Principal

Exercise 168.

1. Write a courteous letter to a neighbour whose dog annoys you by barking at night.
2. Reply to the above.
3. Write as from the father of a boy to a gentleman who rescued his son from drowning.
4. Your father thinks you are a precocious boy; so he writes, "There have been many men whose early life was full of brilliant promise, but whose careers have ended in failure, owing to lack of industry." Write to him, assuring him that you will not belie the promise of your boyhood.
5. Write, as from a father to his son, about a drunkard and his unhappy family.
6. Write an imaginary letter as from a great-grandfather to his great-grandson about the means of communication in his days.
7. You have left school and are seeking a situation. Write to your Headmaster, asking for a testimonial.
8. Write to your Headmaster, asking for a letter of recommendation and explaining what you want.
9. Write a letter to your Headmaster, thanking him for the testimonial.
10. Write to the Society for the Prevention of Cruelty to Animals about a case of cruelty to a bullock, giving details including date and place and name and address of the guilty person.
11. "It is often the steady plodder who gets prizes." Write as from a father to his son.
12. Write to a friend, setting forth your views on prize-giving in schools.
13. It is wonderful how a rumour grows. In an imaginary letter to your friend, give a story which, though foolish enough, was accepted by a large number of credulous people.

14. Write to a friend who, you think, is "a rolling stone."

15. Write as from a grandfather to his grandson who lives beyond his income.

16. Write a letter to your younger brother, advising temperance.

17. "It is often at school that life-friendships are made." A father makes this observation when writing to his son at a boarding-school. Imagine the letter and copy it out.

18. Write as from a father to his son, asking him to make a habit of reading the daily newspaper, and pointing out what portions he should particularly read, etc.

19. Write to a prince, as from his teacher who believes "There is no royal road to learning."

20. Write a letter from a shopkeeper to another shopkeeper about "cut-throat competition."

21. Write to your sportsmaster, criticising the decision of the referee in a hockey match.

22. Write a letter to the manager of a local paper, enclosing an advertisement of your school concert.

23. You have advertised your bicycle for sale. Reply to an inquirer, and give him full details.

24. You see in a local paper an advertisement offering a second-hand bicycle. Write to the advertiser, asking for an appointment, as you wish to inspect the bicycle with a view to purchase.

25. Draft these advertisements:—

(i) Seeking a cheap second-hand typewriter.
(ii) Offering for sale your motor-car.
(iii) Announcing the loss of your dog and offering a substantial reward.

CHAPTER XXXIV.

PRÉCIS-WRITING.

A précis* is a summary, and précis-writing means summarising. Précis-writing is an exercise in compression. A précis is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct, and full (*i. e.* including all essential points), so that anyone on reading it may be able to grasp the main points and general effect of the passage summarised.

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* A French word (pronounced *pressee*) connected with the English word "precise."

Précis-writing must not be confused with paraphrasing. A paraphrase should reproduce not only the substance of a passage, but also all its details. It will therefore be at least as long as, and probably longer than, the original. But a précis must always be much shorter than the original; for it is meant to express only the main theme, shorn of all unimportant details, and that as tersely as possible. As the style of writers differ, some being concise and some diffuse, no rigid rule can be laid down for the length of a précis; but so much may be said, that a précis should not contain more than a third of the number of words in the original passage.

I. USES OF PRECIS-WRITING.

1. Précis-writing is a very fine exercise in *reading.* Most people read carelessly, and retain only a vague idea of what they have read. You can easily test the value of your reading. Read in your usual way a chapter, or even a page, of a book; and then, having closed the book, try to put down briefly the substance of what you have just read. You will probably find that your memory of it is hazy and muddled. Is this because your memory is weak? No: it is because your attention was not fully centred on the passage while you were reading it. The memory cannot retain what was never given it to hold; you do not remember the passage properly because you did not properly grasp it as you read it. Now précis-writing forces you to pay attention to what you read; for no one can write a summary of any passage unless he has clearly grasped its meaning. So summarising is an excellent training in concentration of attention. It teaches one to read with the mind, as well as with the eye, on the page.

2. Précis-writing is also a very good exercise in *writing* a composition. It teaches one how to express one's thoughts clearly, concisely and effectively. It is a splendid corrective of the common tendency to vague and disorderly thinking and loose and diffuse writing. Have you noticed how an uneducated person tells a

story? He repeats himself, brings in a lot of irrelevant matter, omits from its proper place what is essential and drags it in later as an after-thought, and takes twenty minutes to say what a trained thinker would express in five. The whole effect is muddled and tedious. In a précis you have to work within strict limits. You must express a certain meaning in a fixed number of words. So you learn to choose your words carefully, to construct your sentences with an eye to fullness combined with brevity, and to put your matter in a strictly logical order.

3. So practice in précis-writing is of great value for *practical life*. In any position of life the ability to grasp quickly and accurately what is read, or heard, and to reproduce it clearly and concisely, is of the utmost value. For lawyers, businessmen, and government officials it is essential.

II. METHOD OF PROCEDURE.

You must make up your mind from the beginning that précis-writing means intensive brain-work. There is no easy short cut to summarising a passage. To tear the heart out of a passage means concentrated thought; and you must be prepared for close attention and hard thinking.

1. READING. (*a*) First read the passage through carefully, but not too slowly, to get a general idea of its meaning. If one reading is not sufficient to give you this clearly, read it over again, and yet again. The more you read it, the more familiar will it become to you, and the clearer will be (*i*) its subject, and (*ii*) what is said about that subject. Ask yourself, "What is it I am reading? What does the author mean? What is his subject? What is he saying about it? Can I put in a few words the pith of what he says?"

(*b*) Usually you are required to supply a *title* for your précis. This is a good stage at which to do this. Think of some word, phrase or short sentence that will sum up briefly the main subject of the passage. Sometimes this is supplied by what we may call a *key-sentence*. This key-sentence may be found at the beginning or at the end of the passage. For example,

look at Exercise 169, No. 20, in which the first sentence gives the subject, all the rest of the passage being an expansion and illustration of it: "Hospitality is a virtue for which the natives of the East in general are highly and deservedly admired." This at once suggests the short title of "Eastern Hospitality." But you will not always find such convenient key-sentences in the passages you have to summarise. In their absence, you must get a clear idea of the subject from the passage as a whole, and then sum it up in a suitable heading.

The effort to find a suitable title at this stage will help you to define in your mind what exactly the subject, or main theme, of the passage is.

(*c*) Further reading is now necessary to ensure that you understand the *details* of the passage as well as its main purport. Take it now sentence by sentence, and word by word. If the meanings of any words are not clear, look them up in a dictionary. Detailed study of this kind is necessary, because a phrase, a sentence, or even a single word, may be of prime importance, and the misunderstanding of it may cause you to miss the whole point of the passage.

(*d*) You should now be in a position to decide what parts of the passage are essential, and what parts are comparatively unimportant and so can be omitted without any loss. This process of *selection* is not so easy as some people think. Beginners select ; but they often select in a haphazard or mechanical way. It requires some practice to be able to say, "*This* is essential to the meaning of the passage, and *that* is only incidental and unimportant." The best guide, of course, is the subject, or main theme, of the passage. If you have a clear and correct idea of that you will soon see what is important and what unimportant.

At this stage it is useful to jot down your conclusions in brief notes — writing down the subject, the title, and the details which you consider essential or important. (This is a better plan than underlining sentences and phrases in the original.)

2. WRITING. (*a*) *Rough Drafts.*—You should now be ready to attempt the writing of the précis ; but be sure of the limits within which it must be compressed.

If the number of words is given you, this is easy; but if you are told to reduce the passage to, say, a third of its length, count the number of words in the passage and divide by three. You may use fewer words than the number prescribed, but in no case may you exceed the limit.

It is not likely that your first attempt will be a complete success. The draft will probably be too long. In fact you may have to write out several drafts before you find how to express the gist of the passage fully within the limits set. A good deal of patience and revision will be required before you get it right. It is a good plan to write the first draft without having the actual words of the original passage before one's eyes.

(*b*) *Important points.*—The following points must be kept in mind:—

(*i*) The précis should be *all in your own words.* It must not be a patchwork made up of phrases and sentences quoted from the original.

(*ii*) The précis must be *a connected whole.* It may be divided into sections or paragraphs, according to changes in the subject matter, but these must not appear as separate notes, but must be joined together in such a way as to read continuously.

(*iii*) The précis must be *complete* and *self-contained*; that is, it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.

(*iv*) It is only the gist, main purport, or general meaning of the passage which you have to express. There is no room in a précis for colloquial expressions, circumlocutions, periphrasis or rhetorical flourishes. All redundancies of expression must be rigorously pruned. If faithful reproduction of the main theme is the first essential of a summary, *conciseness* is the second.

(*v*) The précis must be in simple, direct, grammatical and idiomatic English.

(*c*) *The art of compression.*—You are not bound to follow the original order of thought of the passage to be summarised, if you can express its meaning more clearly and concisely by transposing any of its parts.

In *condensing*, aim rather at remodelling than at mere omission. We may omit mere repetitions, illustrations and examples ; but we may change figures of speech into literal expressions, compress wordy sentences, and alter phrases to words.

Take a few examples:—

"His courage in battle might without exaggeration be called lion-like."

He was very brave in battle.

"The account the witness gave of the incident moved everyone that heard it to laughter."

The witness's story was absurd.

"There came to his recollection."

He remembered.

"The clerk who is now in his employ."

His present clerk.

"They acted in a manner that rendered them liable to prosecution."

They acted illegally.

"He got up and made a speech on the spur of the moment."

He spoke off-hand.

"John fell into the river and, before help could reach him, he sank."

John was drowned in the river.

"He was hard up for money and was being pressed by his creditors."

He was in financial difficulties.

"The England of our own days is so strong and the Spain of our own days is so feeble, that it is not possible, without some reflection and care, to comprehend the full extent of the peril which England ran from the power and ambition of Spain in the 16th century." (51 words.)

We cannot nowadays fully realise what a menace Spain was to England in the 16th century. (16 words.)

(*d*) *Indirect Speech.*—As a rule, a précis should be written in indirect speech, after a "verb of saying" in the past tense. For example:—

"Whether we look at the intrinsic value of our literature, or at the particular situation of this country, we shall see the strongest reason to think that of all foreign tongues the English tongue is that which would be the most useful to our native subjects."—*Macaulay.*

Condensed in indirect speech:—

Lord Macaulay said that England's noble literature and the universality of her language made English the foreign language most useful for India.

The change from direct to indirect speech calls for attention to the following points:—

(i) Correct sequence of tenses after the "verb of saying" in the past tense.

(ii) Clear differentiation of the various persons mentioned in the passage. Care must be taken with pronouns *he*, *she* and *they*. To avoid confusion proper names should be used occasionally.

(iii) Correct use of adverbs and other words indicating time.

(iv) Proper choice of "verbs of saying," to indicate questions, commands, warnings, threats or exhortations.

Great care must be taken to avoid lapsing into direct speech — a very common fault.

Some passages, however, are best summarised in direct speech.

3. Revision.—When you have made your final draft, carefully *revise* it before you write out the fair copy. Be sure that its length is within the limits prescribed. Compare it with the original to see that you have not omitted any important point. See whether it reads well as a connected whole; and correct any mistakes in spelling and punctuation, grammar and idiom.

Then write out the fair copy neatly, prefixing the title you have chosen.

III. TO SUM UP.

1. First carefully read the passage, if necessary several times, to apprehend clearly its main theme or general meaning.
2. Examine the passage in detail, to make sure of the meaning of each sentence, phrase and word.
3. Supply a short title which will express the subject.
4. Select and note down the important points essential to the expression of the main theme.
5. Note the length or number of words prescribed for the précis; and write out a first draft.
6. In doing this remember that you are to express the gist of the passage in your own words, and not in quotations from the passage; that you should condense by remodelling rather than by mere omission; and that your précis must be self-contained and a connected

whole. Add nothing; make no comment; correct no facts.

7. Revise your draft. Compare it carefully with the original to see that you have included all the important points. If it is too long, still further compress it by omitting unnecessary words and phrases or by remodelling sentences. Correct all mistakes in spelling, grammar and idiom, and see that it is properly punctuated. Let the language be simple and direct.

8. Write out neatly the fair copy under the heading you have selected.

SPECIMEN.

In a country where the landlord has a permanent property in the soil it will be worth his while to improve that property; at any rate he will make such an agreement with them (his tenants) as will prevent their destroying it. But when the lord of the soil himself, the rightful owner of the land, is only to become the farmer for a lease of ten years, and if he is then to be exposed to the demand of a new rent, which may perhaps be dictated by ignorance or rapacity, what hopes can there be, I will not say of improvement, but of preventing desolation? Will it not be his interest, during the early part of that term, to extract from the estate every possible advantage for himself; and if any future hopes of a permanent settlement are then held out, to exhibit his lands at the end of it in a state of ruin? I am not only of opinion that the *zamindars* have the best right, but from being persuaded that nothing could be so ruinous to the public interest as that the land should be retained as the property of the Government, I am also convinced that, failing the claim of right of the *zamindars*, it would be necessary for the public good to grant a right of property in the soil to them, or to persons of other descriptions.

It is the most effectual mode for promoting the general improvement of the country, which I look upon as the important object for our present consideration.

I may safely assert that one-third of the Company's territory in Hindostan is now a jungle inhabited only by wild beasts. Will a ten years' lease induce any proprietor to clear away that jungle, and encourage the *ryots* to come and cultivate his lands, or lose all hopes of deriving any benefit from his labour, for which perhaps by that time he will hardly be repaid?

It is in the interest of the State that the landed property should fall into the hands of the most frugal and thrifty class of people, who will improve their lands and protect the *ryots*, and thereby promote the general prosperity of the country.

SUMMARY.

IN SUPPORT OF PERMANENT SETTLEMENTS.

Short land revenue settlements will take away from the landlords all incentive to improve their land. The zamindars have the best right to the land; and even if they had not, it should be given them, for government ownership of the land is not in the public interest. It is best for the State that the land should be in the hands of the most thrifty class; but no zamindar would clear and cultivate the jungle, of which a third of the Company's land is composed, if he had only a ten years' lease.

SPECIMEN.

There is one great question to which we should look in all our arrangements: What is to be their final result on the character of the people? Is it to be raised, or is it to be lowered? Are we to be satisfied with merely securing our power and protecting the inhabitants, leaving them to sink gradually in character lower than at present: or are we to endeavour to raise their character, and to render them worthy of filling higher situations in the management of their country, and of devising plans for its improvement? It ought undoubtedly to be our aim to raise the minds of the natives, and to take care that whenever our connection with India might cease, it did not appear that the only fruit of our dominion there had been to leave the people more abject and less able to govern themselves than when we found them. Many different plans may be suggested for the improvement of their character, but none of them can be successful, unless it be first laid down as a main principle of our policy, that the improvement must be made. This principle once established, we must trust to time and perseverance for realizing the object of it. We have had too little experience, and are too little acquainted with the natives, to be able to determine without trial what means should be most likely to facilitate their improvement. Various measures might be suggested, which might all probably be more or less useful; but no one appears to me so well calculated to insure success as that of endeavouring to give them a higher opinion of themselves, by placing more confidence in them, by employing them in important situations, and perhaps by rendering them eligible to almost every office under Government. It is not necessary at present to define the exact limit to which their eligibility should be carried, but there seems to be no reason why they should be excluded from any office for which they are qualified, without danger to the preservation of our own ascendancy.

SUMMARY.

TRAINING INDIA FOR SELF-GOVERNMENT.

It must be our aim, in all our arrangements, to so raise the minds of the natives that, when our connection ceases, they may be more able to govern themselves than when we found them. At present we have too little experience and knowledge of the natives to adopt any one method of carrying out this principle; but we can give them a higher opinion of themselves by placing more confidence in them, by employing them in important situations, and by making them eligible for almost every office under government.

Exercise 169. *Write summaries of the following passages, of about one-third of the original length :—*

1. I designed, after my first voyage, to spend the rest of my days at Baghdad, but it was not long ere I grew weary of an indolent life, and I put to sea a second time, with merchants of known probity. We embarked on board of a good ship, and after recommending ourselves to God, set sail. One day we landed on an island covered with several sorts of fruit-trees, but we could see neither man nor animal. We walked in the meadows, along the streams that watered them. Whilst some diverted themselves with gathering flowers, and others fruits, I took my wine and provisions, and sat down near a stream betwixt two high trees, which afforded a delightful shade. I made a good meal, and afterwards fell asleep. I cannot tell how long I slept, but when I awoke the ship was no longer in view.

In this sad condition, I was ready to die with grief. I cried out in agony, beat my head and breast, and threw myself upon the ground, where I lay some time, overwhelmed by a rushing current of thoughts, each more distressing than the last. When I gazed towards the sea I could discern nothing but sky and water; but looking over the land I beheld something white; and coming down, I took what provision I had left, and went towards the object, which was so distant that at first I could not distinguish what it was.

As I approached, I thought it to be a white dome, of a prodigious height and extent. I drew near to it, and walked round it; but found no door to it; and I found that I had not strength nor activity to climb it, on account of its exceeding smoothness. I made a mark at the place where I stood, and went round the dome, measuring its circumference; and lo! it was fifty full paces; and I meditated upon some means of gaining an entrance into it; but no means of accomplishing this occurred to me.

By this time the sun was about to set, and all of a sudden the sky became as dark as if it had been covered with a thick

cloud. I was much astonished at this sudden darkness, but much more when I found it occasioned by a bird of a most extraordinary size, that came flying towards me. I remembered that I had often heard mariners speak of a miraculous bird called the roc, and conceived that the great dome which I so much admired must be her egg. Shortly afterwards, the bird alighted, and sat over the egg.

2. It is very easy to acquire bad habits, such as eating too many sweets or too much food, or drinking too much fluid of any kind, or smoking. The more we do a thing, the more we tend to like doing it; and, if we do not continue to do it, we feel unhappy. This is called the *force of habit*, and the force of habit should be fought against.

Things which may be very good when only done from time to time, tend to become very harmful when done too often and too much. This applies even to such good things as work or rest. Some people form a bad habit of working too much, and others of idling too much. The wise man always remembers that this is true about himself, and checks any bad habit. He says to himself, "I am now becoming idle," or "I like too many sweets," or "I smoke too much," and then adds "I will get myself out of this bad habit at once."

One of the most widely spread of bad habits is the use of tobacco. Tobacco is now smoked or chewed by men, often by women, and even by children, almost all over the world. It was brought into Europe from America by Sir Walter Raleigh, four centuries ago, and has thence spread everywhere. I very much doubt whether there is any good in the habit, even when tobacco is not used to excess; and it is extremely difficult to get rid of the habit when once it has been formed.

Alcohol is taken in almost all cool and cold climates, and to a very much less extent in hot ones. Thus, it is taken by people who live in the Himalaya Mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely; and recently the United States of America have passed laws which forbid its manufacture or sale throughout the length and breadth of their vast country. In India it is not required by the people at all, and should be avoided by them altogether. The regular use of alcohol, even in small quantities, tends to cause mischief in many ways to various organs of the body. It affects the liver, it weakens the mental powers, and lessens the general energy of the body.

3. The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so that work done at that time

is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing, and after a sound night's rest, rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wishes to do a full day's work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

It may be objected to this that some find the perfect quiet of midnight by far the best time for working. This is no doubt true in certain cases. Several great thinkers have found by experience that their intellect is clearest, and they can write best, when they burn the midnight oil. But even in such cases the practice of working late at night cannot be commended. Few men, if any, can exert the full power of their intellect at the time when nature prescribes sleep, without ruining their health thereby; and of course the injury done to the health must in the long run have a bad effect on the quality of the work done.

4. The human race is spread all over the world, from the polar regions to the tropics. The people of which it is made up, eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. Thus, in India, the people live chiefly on different kinds of grain, eggs, milk, or sometimes fish and meat. In Europe the people eat more flesh and less grain. In the Arctic regions, where no grain and fruits are produced, the Eskimo and other races live almost entirely on flesh, especially fat.

The men of one race are able to eat the food of another race, if they are brought into the country inhabited by the latter; but as a rule they still prefer their own food, at least for a time — owing to custom. In hot climates, flesh and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body.

The kind of food eaten also depends very often on custom or habit, and sometimes upon religion. Brahmins will not touch meat; Mahommedans and Jews will not touch the flesh of pigs. Most races would refuse to eat the flesh of many unclean animals, although, quite possibly, such flesh may really be quite wholesome.

All races of mankind have their own different ideas on this matter. Thus the English used to laugh at the French because the latter ate frogs' legs and some kind of snails; the Australians dislike rabbits although the English eat them; and the Burmese eat the flesh of crocodiles and elephants.

Nevertheless there are many reasons for these likes and dislikes. Thus, swine in eastern countries are very dirty feeders, whereas in Europe they are kept on clean food. The result is that their flesh is eaten in Europe but not in India. Men dislike eating the flesh of all draught animals. Hence the Englishman will not eat horse-flesh, and the Hindu will not touch the flesh of cattle.

Lastly, certain savage peoples used to be cannibals — that is to say, they ate human flesh — though this custom has now fortunately almost ceased throughout the whole world.

There is another reason for disliking certain kinds of flesh, and a very good reason too. It is because these kinds are apt to contain dangerous parasites, which may get into the blood of those who eat the flesh. Certain kinds of swine, for example, are dangerous as food, as their flesh contains a parasite in the form of a little worm.

5. Dear Boy, now that you are going a little more into the world, I will take this occasion to explain my intentions as to your future expenses, that you may know what you have to expect from me, and make your plan accordingly. I shall neither deny nor grudge you any money that may be necessary for either your improvement or pleasures; I mean the pleasures of a rational being. Under the head of improvement I mean the best books, and the best masters, cost what they will; I also mean all the expense of lodgings, coach, dress, servants, etc., which, according to the several places where you may be, shall be respectively necessary to enable you to keep the best company. Under the head of rational pleasures I comprehend, first, proper charities to real and compassionate objects of it; secondly, proper presents to those to whom you are obliged, or whom you desire to oblige; thirdly, a conformity of expense to that of the company which you keep; as in public spectacles, your share of little entertainments, a few pistoles at games of mere commerce, and other incidental calls of good company. The only two articles which I will never supply are, the profusion of low riot, and the idle lavishness of negligence and laziness. A fool squanders away, without credit or advantage to himself, more than a man of sense

spends with both. The latter employs his money as he does his time, and never spends a shilling of the one, nor a minute of the other, but in something that is either useful or rationally pleasing to himself or others. The former buys whatever he does not want, and does not pay for what he does want. He cannot withstand the charms of a toy-shop; snuff-boxes, watches, heads of canes, etc., are his destruction. His servants and tradesmen conspire with his own indolence to cheat him, and in a very little time he is astonished, in the midst of all the ridiculous superfluities, to find himself in want of all the real comforts and necessaries of life. Without care and method the largest fortune will not, and with them almost the smallest will, supply all necessary expenses. Keep an account in a book, of all that you receive, and of all that you pay; for no man, who knows what he receives and what he pays, ever runs out.

6. A great part of Arabia is desert. Here there is nothing but sand and rock. The sand is so hot that you cannot walk over it with your bare feet in the daytime. Here and there in the desert are springs of water that come from deep down under the ground — so deep that the sun cannot dry them up. These springs are few and far apart, but wherever there is one, green grass very soon covers the ground all around it. Soon fig trees and palm trees grow tall and graceful, making a cool, green, shady place around the spring. Such a place is called an oasis.

The Arabs who are not in the cities live in the desert all the year round. They live in tents that can be put up and taken down very easily and quickly, so that they can move from one oasis to another, seeking grass and water for their sheep, goats, camels and horses. These desert Arabs eat ripe, sweet figs, and also the dates that grow upon the palm trees; they dry them, too, and use them as food all the year round.

These Arabs have the finest horses in the world. An Arab is very proud of his riding horse, and loves him almost as much as he loves his wife and children. He never puts heavy loads upon his horse, and often lets him stay in the tent with his family.

The camel is much more useful to the Arab than his beautiful horse, however, for he is much larger and stronger. One camel can carry as much as or more than two horses. The Arab loads the camel with goods, and rides him, too, for miles and miles across the desert — just as if he were really the "Ship of the Desert," which he is often called.

7. Ferdinand and Isabella, informed of the return and discoveries of their admiral, awaited him at Barcelona with honour and munificence worthy of the greatness of his services. The nobility came from all the provinces to meet him.

He made a triumphal entry as a prince of future kingdoms. The Indians brought over as a living proof of the existence of new races in these newly-discovered lands, marched at the head of the procession, their bodies painted with divers colours, and adorned with gold necklaces and pearls. The animals and birds, the unknown plants, and the precious stones collected on these shores, were exhibited in golden basins, carried on the heads of Moorish or negro slaves. The eager crowd pressed close upon them, and wondrous tales were circulated about the officers and companions of Columbus. The admiral himself, mounted on a richly caparisoned charger presented by the king, next appeared, accompanied by a numerous cavalcade of courtiers and gentlemen. All eyes were directed toward the man inspired of Heaven, who first had dared lift the veil of Ocean. People sought in his face for a sign of his mission, and thought they could discern one. The beauty of his features, the majesty of his countenance, the vigour of eternal youth joined to the dignity of age, the combination of thought with action, of strength with experience, a thorough appreciation of his worth, combined with piety made Columbus then appear (as those relate who saw him enter Barcelona) like a prophet, or a hero of Holy Writ or Grecian story.

"None could compare with him," they say; "all felt him to be the greatest or most fortunate of men."

Ferdinand and Isabella received him on their throne, shaded from the sun by a golden canopy. They rose up before him, as though he had been an inspired messenger. They then made him sit on a level with themselves, and listened to the circumstantial account of his voyage. At the end of his recital, which habitual eloquence had coloured with his exuberant imagination, the king and queen, moved to tears, fell on their knees and repeated the *Te Deum*, a thanksgiving for the greatest conquest the Almighty had yet vouchsafed to sovereigns.

8. Up the River Hudson in North America are the Catskill Mountains. In a certain village at the foot of these mountains, there lived long ago a man named Rip Van Winkle. He was a simple and good-natured person, a very kind neighbour and a great favourite among all the good wives of the village. Whenever there was a squabble in the family of Rip, the women in the village always took his part and laid all the blame on Dame Van Winkle.

The children of the village too would shout with joy, whenever they saw him. He helped at their sports, made playthings for them, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches and Indians.

Rip had no love for labour, if it would bring him profit. He would sit for a whole day on a wet rock and fish without a

murmur, even though he did not catch a single fish. He would carry a light gun on his shoulder for hours together and shoot only a few squirrels or wild pigeons.

He would never refuse to assist a neighbour even in roughest toil. The women of the village often employed him to run their errands and to do little jobs for them. In a word, Rip was ready to attend to anybody's business but his own. He was, however, one of those men who take the world easy. He would eat coarse bread or fine, whichever could be got with least thought or trouble. And he would rather starve on a penny than work for a pound.

If left to himself, Rip would have whistled away life in perfect contentment. But his wife always kept drumming in his ears about his idleness, his carelessness and the ruins he was bringing on his family. Rip had but one way of replying to all her lectures — he shook his head, cast up his eyes and said nothing. He had one good friend at home and that was his dog Wolf which was as idle as the master.

9. The plan that he [Charlemagne] adopted for his children's education was to have both boys and girls instructed in the liberal arts, to which he also turned his own attention. As soon as their years admitted, in accordance with the custom of the Franks, the boys had to learn horsemanship, and to practise war and the chase, and the girls to familiarize themselves with cloth-making, and to handle distaff and spindle, that they might not grow indolent through idleness, and he fostered in them every virtuous sentiment. When his two sons and his daughter died, he was not so calm as might have been expected from his remarkably strong mind, for his affections were no less strong, and moved him to tears. Again when he was told of the death of Hadrian, the Roman Pontiff, whom he had loved most of all his friends, he wept as much as if he had lost a brother, or a very dear son. He was by nature most ready to contract friendships, and not only made friends easily, but clung to them persistently, and cherished most fondly those with whom he had formed such ties. He was so careful of the training of his sons and daughters that he never took his meals without them when he was at home, and never made a journey without them ; his sons would ride at his side, and his daughters follow him, while a number of his bodyguard, detailed for their protection, brought up the rear. Strange to say, although they were very handsome women, and he loved them very dearly, he was never willing to marry any of them to a man of their own nation or to a foreigner, but kept them all at home until his death, saying that he could not dispense with their society.

10. Charlemagne had the gift of ready and fluent speech, and could express whatever he had to say with the utmost clearness. He was not satisfied with command of his native

language merely, but gave attention to the study of foreign ones, and in particular was such a master of Latin that he could speak it as well as his native tongue; but he could understand Greek better than he could speak it. He was so eloquent, indeed, that he might have passed for a teacher of eloquence. He most zealously cultivated the liberal arts, held those who taught them in great esteem and conferred great honours upon them. He took lessons in grammar of the deacon, Peter of Pisa, at that time an aged man. Another deacon, Albin of Britain, surnamed Alcuin, a man of Saxon extraction, who was the greatest scholar of the day, was his teacher in other branches of learning. The King spent much time and labour with him studying rhetoric, dialectics, and especially astronomy; he learned to reckon, and used to investigate, the motions of the heavenly bodies most curiously, with an intelligent scrutiny.

He was very forward in succouring the poor, and in that gratuitous generosity which the Greeks call alms, so much so that he not only made a point of giving in his own country and his own kingdom, but when he discovered that there were Christians living in poverty in Syria, Egypt, and Africa, at Jerusalem, Alexandria, and Carthage, he had compassion on their wants, and used to send money over the seas to them.

11. The man who is perpetually hesitating which of the two things he will do first, will do neither. The man who resolves, but suffers his resolution to be changed by the first counter suggestion of a friend,—who fluctuates from opinion to opinion, from plan to plan, and veers like a weather-cock to every point of the compass, with every breath of caprice that blows—can never accomplish any thing great or useful. Instead of being progressive in any thing, he will be at best stationary, and more probably retrograde in all. It is only the man who first consults wisely, then resolves firmly, and then executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker spirit, —that can advance to eminence in any line. Take your course wisely, but firmly; and having taken it, hold upon it with heroic resolution, and the Alps and Pyrenees will sink before you.

12. The grand khan sends every year his commissioners to ascertain whether any of his subjects have suffered in their crops of corn from unfavourable weather, from storms of wind or violent rains, or by locusts, worms, or any other plague; and in such cases he not only refrains from exacting the usual tribute of that year, but furnishes them from his granaries with so much corn as is necessary for their subsistence, as well as for sowing their land. With this view, in times of great plenty, he causes large purchases to be made of such kinds of grain as are most serviceable to them, which

is stored in granaries provided for the purpose in the several provinces, and managed with such care as to ensure its keeping for three or four years without damage. It is his command, that these granaries be always kept full, in order to provide against times of scarcity; and when, in such seasons, he disposes of the grain for money, he requires for four measures no more than the purchaser would pay for one measure in the market. In like manner where there has been a mortality of cattle in any district, he makes good the loss to the sufferers from those belonging to himself, which he has received as his tenth of produce in their provinces. All his thoughts, indeed, are directed to the important object of assisting the people whom he governs, that they may be enabled to live by their labour and improve their substance.

13. The Pindaris generally invade a country in bodies of from four thousand to one thousand each. They advance to the frontier with such rapidity, that the account of their depredations is generally the first intelligence of their approach. As soon as they pass the frontier, they disperse in small parties of from five hundred to two hundred each. They are not encumbered with tents, or baggage of any description. They carry nothing but their arms, and their saddlecloths are their beds; both men and horses are accustomed to endure extraordinary fatigue. They make long and successive marches. They never halt except to refresh themselves, to collect their plunder, and to indulge their passions of lust and cruelty. They subsist themselves and their horses on the grain and provisions which they plunder on their march. They carry off every thing which is valuable and easy of conveyance; what they cannot carry off they wantonly destroy . . . . . They beat and wound and murder the unfortunate inhabitants. They compel them to clean their horses, to provide forage, to collect provisions, and to carry such parts of their plunder as are too bulky to be put upon their horses. They seldom leave a village without setting fire to the houses and grain.

They avoid fighting; for they come to plunder, not to fight. They have neither encampments nor regular halting places. They move to a certain distance, and halt a few hours to refresh themselves and their horses; they then resume their march.

Their movements are equally rapid and uncertain. Being dispersed into small bodies, and marching in any direction where they expect plunder, it is difficult to procure certain intelligence of their position or their numbers. They retire with nearly the same rapidity as they approach, and they have generally reached their strongholds, and secured their booty, before a Government can adopt any actual measures to repel them . . . . .

The incursions of those common enemies to peace and tranquillity are as regular as the periodical return of the monsoon. The blessings which a bounteous Providence showers at stated periods upon the thirsty plains of the Deccan, are as regularly defeated by a host of plunderers, who seem to wait with malicious pleasure till the crops are ripe upon the ground, in order that the unfortunate husbandman may be robbed of the fruits of his labour, at the moment when he ought to reap them. The extirpation of such a race of men would be not only a measure of policy, but a service to humanity itself.

14. Nature seems to have taken a particular care to disseminate her blessings among the different regions of the world, with an eye to this mutual intercourse and traffic among mankind, that the natives of the several parts of the globe might have a kind of dependence upon one another, and be united together by their common interest. Almost every degree produces something peculiar to it. The food often grows in one country, and the sauce in another. The fruits of Portugal are corrected by the products of Barbadoes, and the infusion of a China plant is sweetened by the pith of an Indian cane. The Philippine islands give a flavour to our European bowls. The single dress of a woman of quality is often the product of a hundred climates. The muff and the fan come together from the different ends of the earth. The scarf is sent from the torrid zone, and the tippet from beneath the pole. The brocade petticoat rises out of the mines of Peru, and the diamond necklace out of the bowels of Indostan.

15. It is the height of selfishness for men, who fully appreciate in their own case the great advantages of a good education, to deny these advantages to women. There is no valid argument by which the exclusion of the female sex from the privilege of education can be defended. It is argued that women have their domestic duties to perform, and that, if they were educated, they would bury themselves in their books and have little time for attending to the management of their households. Of course it is possible for women, as it is for men, to neglect necessary work in order to spare more time for reading sensational novels. But women are no more liable to this temptation than men, and most women would be able to do their household work all the better for being able to refresh their minds in the intervals of leisure with a little reading. Nay, education would even help them in the performance of the narrowest sphere of womanly duty. For education involves knowledge of the means by which health may be preserved and improved, and enables a mother to consult such modern books as will tell her how to rear up her children into healthy men and women, and skilfully nurse them and her husband when disease attacks her household.

Without education she will be not unlikely to listen with fatal results to the advice of superstitious quacks, who pretend to work wonders by charms and magic.

But according to a higher conception of woman's sphere, woman ought to be something more than a household drudge. She ought to be able not merely to nurse her husband in sickness, but also to be his companion in health. For this part of her wifely duty education is necessary, for there cannot well be congenial companionship between an educated man and an uneducated wife, who can converse with her husband on no higher subjects than cookery and servants' wages. Also one of a mother's highest duties is the education of her children at the time when their mind is most amenable to instruction A child's whole future life, to a large extent, depends on the teaching it receives in early childhood, and it is needless to say that this first foundation of education cannot be well laid by an ignorant mother. On all these grounds female education is a vital necessity.

16. The effect produced on the mind by travelling depends entirely on the mind of the traveller and on the way in which he conducts himself. The chief idea of one very common type of traveller is to see as many objects of interest as he possibly can. If he can only after his return home say that he has seen such and such a temple, caste, picture gallery, or museum, he is perfectly satisfied. Therefore, when he arrives at a famous city, he rushes through it, so that he may get over as quickly as possible the task of seeing its principal sights, enter them by name in his note-book as visited or, in his own phraseology, 'done,' and then hurry on to another city which he treats in the same unceremonious way.

Another kind of traveller in all he sees finds entertainment for his foolish spirit of ridicule. The more hallowed any object is from historical and religious associations or artistic beauty, the more he delights to degrade it by applying to it familiar terms of vulgar slang that he mistakes for wit. Such a one brings disgrace upon his nation by the rude insolence with which he laughs at foreigners and their ways, and everything else that attracts the notice of his feeble understanding. At the end of his wanderings he returns to his home a living example, showing

> How much the fool that hath been taught to roam
> Excels the fool that hath been kept at home.

Far different is the effect of travels upon those who leave their native country with minds prepared by culture to feel intelligent admiration for all the beauties of nature and art to be found in foreign lands. Their object is not to see much, but to see well. When they visit Paris or Athens or Rome, instead of hurrying from temple to museum, and from museum to picture gallery, they allow the spirit of the place to sink

into their minds, and only visit such monuments as the time they have at their disposal allows them to contemplate without irreverent haste. They find it more profitable and delightful to settle down for a week or so at centres of great historical and artistic interest or of remarkable natural beauty, than to pay short visits to all the principal cities that they pass by. In this way they gain by their travels refreshment and rest for their minds, satisfaction to their intellectual curiosity or artistic tastes, and increased knowledge of the world and its inhabitants. Such people, who have travelled with their eyes open, return to their native land with a greater knowledge of its glories and defects than the stay-at-home can ever have.

17. It is in the temperate countries of northern Europe that the beneficial effects of cold are most clearly manifest. A cold climate seems to stimulate energy by acting as an obstacle. In the face of an insuperable obstacle our energies are numbed by despair; the total absence of obstacles, on the other hand, leaves no room for the exercise and training of energy; but a struggle against difficulties that we have a fair hope of overcoming, calls into active operation all our powers. In like manner, while intense cold numbs human energies, and a hot climate affords little motive for exertion, moderate cold seems to have a bracing effect on the human race. In a moderately cold climate man is engaged in an arduous, but no hopeless struggle with the inclemency of the weather. He has to build strong houses and procure thick clothes to keep himself warm. To supply fuel for his fires, he must hew down trees and dig coal out of the bowels of the earth. In the open air, unless he moves quickly, he will suffer pain from the biting wind. Finally, in order to replenish the expenditure of bodily tissue caused by his necessary exertions, he has to procure for himself plenty of nourishing food.

Quite different is the lot of man in the tropics. In the neighbourhood of the equator there is little need of clothes or fire, and it is possible, with perfect comfort and no danger to health, to pass the livelong day stretched out on the bare ground beneath the shade of a tree. A very little fruit or vegetable food is required to sustain life under such circumstances, and that little can be obtained without much exertion from the bounteous earth.

We may recognize much the same difference between ourselves at different seasons of the year, as there is between human nature in the tropics and in temperate climes. In hot weather we are generally languid and inclined to take life easily; but when the cold season comes, we find that we are more inclined to vigorous exertion of our minds and bodies.

18. The nobles of Persia, in the bosom of luxury and despotism, preserved a strong sense of personal gallantry and national honour. From the age of seven years they were taught to speak truth, to shoot with the bow, and to ride; and it was

universally confessed that in the last two of these arts they had made a more than common proficiency. The most distinguished youths were educated under the monarch's eye, practised their exercises in the gate of his palace, and were severely trained up to the habits of temperance and obedience in their long and laborious parties of hunting. In every province the satrap maintained a like school of military virtue. The Persian nobles (so natural is the idea of feudal tenures) received from the King's bounty lands and houses on the condition of their service in war. They were ready on the first summons to mount on horseback, with a martial and splendid train of followers, and to join the numerous bodies of guards, who were carefully selected from among the most robust slaves and the bravest adventurers of Asia. These armies, both of light and of heavy cavalry, equally formidable by the impetuosity of their charge and the rapidity of their motions, threatened, as an impending cloud, the eastern provinces of the declining empire of Rome.

19. One of the peculiarities which distinguish the present age is the multiplication of books. Every day brings new advertisements of literary undertakings, and we are flattered with repeated promises of growing wise on easier terms than our progenitors.

How much either happiness or knowledge is advanced by this multitude of authors, is not very easy to decide.

He that teaches us any thing which we know not before, is undoubtedly to be reverenced as a master.

He that conveys knowledge by more pleasing ways, may very properly be loved as a benefactor; and he that supplies life with innocent amusement, will be certainly caressed as a pleasing companion.

But few of those who fill the world with books, have any pretensions to the hope either of pleasing or instructing. They have often no other task than to lay two books before them, out of which they compile a third, without any new materials of their own, and with very little application of judgment to those which former authors have supplied.

That all compilations are useless, I do not assert. Particles of science are often very widely scattered. Writers of extensive comprehension have incidental remarks upon topics very remote from the principal subject, which are often more valuable than formal treatises, and which yet are not known because they are not promised in the title. He that collects those under proper heads is very laudably employed; for though he exerts no great abilities in the work, he facilitates the progress of others, and, by making that easy of attainment which is already written, may give some mind more vigorous or more adventurous than his own, leisure for new thoughts and original designs.

But the collections poured lately from the press have seldom been made at any great expense of time or inquiry, and therefore only serve to distract choice without supplying any real want.

20. Hospitality is a virtue for which the natives of the East in general are highly and deservedly admired: and the people of Egypt are well entitled to commendation on this account. A word which signifies literally "a person on a journey" ("musáfir") is the term most commonly employed in this country in the sense of a visitor or guest. There are very few persons here who would think of sitting down to a meal, if there were a stranger in the house, without inviting him to partake of it, unless the latter were a menial; in which case, he would be invited to eat with the servants. It would be considered a shameful violation of good manners if a Muslim abstained from ordering the table to be prepared at the usual time because a visitor happened to be present. Persons of the middle classes in this country, if living in a retired situation, sometimes take their supper before the door of their house, and invite every passenger of respectable appearance to eat with them. This is very commonly done among the lower orders. In cities and large towns, claims on hospitality are unfrequent; as there are many wekálehs, or kháns, where strangers may obtain lodging; and food is very easily procured: but in the villages, travellers are often lodged and entertained by the Sheykh or some other inhabitant; and if the guest be a person of the middle or higher classes, or even not very poor, he gives a present to his host's servants, or to the host himself. In the desert, however, a present is seldom received from a guest. By a Sunneh law, a traveller may claim entertainment, of any person able to afford it to him, for three days.

21. Day by day her influence and dignity increased. First of all she received the title of *Noor Mahal*, 'Light of the Harem,' but was afterwards distinguished by that of *Noor Jahan Begam*, 'Light of the World.' All her relations and connexions were raised to honour and wealth . . . . No grant of lands was conferred upon any one except under her seal. In addition to giving her the titles that other kings bestowed, the Emperor granted Noor Jahan the rights of sovereignty and government. Sometimes she would sit in the balcony of her palace, while the nobles would present themselves, and listen to her dictates. Coin was struck in her name, with this superscription: 'By order of the King Jehangir, gold has a hundred splendours added to it by receiving the impression of the name of Noor Jahan, the Queen Begam.' On all *farmans* also receiving the Imperial signature, the name of 'Noor Jahan, the Queen Begam,' was jointly attached. At last her authority reached such a pass that the King was such only in name.

Repeatedly he gave out that he had bestowed the sovereignty on Noor Jahan Begam, and would say, 'I require nothing beyond a *sir* of wine and half a *sir* of meat.' It is impossible to describe the beauty and wisdom of the Queen. In any matter that was presented to her, if a difficulty arose, she immediately solved it. Whoever threw himself upon her protection was preserved from tyranny and oppression; and if ever she learnt that any orphan girl was destitute and friendless, she would bring about her marriage, and give her a wedding portion. It is probable that during her reign not less than 500 orphan girls were thus married and portioned.

22. Dante was of moderate height, and, after reaching maturity, was accustomed to walk somewhat bowed, with a slow and gentle pace, clad always in such sober dress as befitted his ripe years. His face was long, his nose aquiline, and his eyes rather large than small. His jaws were large, and the lower lip protruded beyond the upper. His complexion was dark, his hair and beard thick, black, and curled, and his expression ever melancholy and thoughtful.

In both his domestic and his public demeanour he was admirably composed and orderly, and in all things courteous and civil beyond any other. In food and drink he was most temperate, both in partaking of them at the appointed hours and in not passing the limits of necessity. Nor did he show more epicurism in respect of one thing than another. He praised delicate viands, but ate chiefly of plain dishes, and censured beyond measure those who bestow a great part of their attention upon possessing choice things, and upon the extremely careful preparation of the same, affirming that such persons do not eat to live, but rather live to eat.

None was more vigilant than he in study and in whatever else he undertook, insomuch that his wife and family were annoyed thereby, until they grew accustomed to his ways, and after that they paid no heed thereto. He rarely spoke unless questioned, and then thoughtfully, and in a voice suited to the matter whereof he treated. When, however, there was cause he was eloquent and fluent in speech, and possessed of an excellent and ready delivery. In his youth he took the greatest delight in music and song, and enjoyed the friendship and intimacy of all the best singers and musicians of his time. Led on by this delight he composed many poems, which he made them clothe in pleasing and masterly melody.

23. People moan about poverty as a great evil; and it seems to be an accepted belief that if people only had plenty of money, they would be happy and useful and get more out of life. As a rule, there is more genuine satisfaction in life and more obtained from life in the humble cottages of the poor man than in the palaces of the rich. I always pity the sons and daughters of rich men, who are attended by servants, and

have governesses at a later age; at the same time I am glad to think that they do not know what they have missed.

It is because I know how sweet and happy and pure the home of honest poverty is, how free from perplexing care and from social envies and jealousies — how loving and united its members are in the common interest of supporting the family — that I sympathize with the rich man's boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong, eminent, self-reliant men have always sprung and always must spring. If you will read the list of the "Immortals who were not born to die," you will find that most of them have been born poor.

It seems nowadays a matter of universal desire that poverty should be abolished. We should be quite willing to abolish luxury; but to abolish honest, industrious, self-denying poverty would be to destroy the soil upon which mankind produces the virtues that will enable our race to reach a still higher civilization than it now possesses.

24. The situation of Columbus was daily becoming more and more critical. In proportion as he approached the regions where he expected to find land, the impatience of his crews augmented. The favourable signs which increased his confidence were derided by them as delusive; and there was danger of their rebelling and obliging him to turn back, when on the point of realizing the object of all his labours. They beheld themselves with dismay still wafted onward over the boundless wastes of what appeared to them a mere watery desert surrounding the habitable world. What was to become of them should their provisions fail? Their ships were too weak and defective even for the great voyage they had already made, but if they were still to press forward, adding at every moment to the immense expanse behind them, how should they ever be able to return, having no intervening port where they might victual and refit? Were they to sail on until they perished, or until all return became impossible? In such case they would be the authors of their own destruction.

On the other hand, should they consult their safety and turn back before too late, who would blame them? Any complaints made by Columbus would be of no weight; he was a foreigner, without friends or influence; his schemes had been condemned by the learned and discountenanced by people of all ranks. He had no party to uphold him, and a host of opponents whose pride of opinion would be gratified by his failure. Or, as an effectual means of preventing his complaints, they might throw him into the sea and give out that he had fallen overboard while busy with his instruments contemplating the stars, — a report which no one would have either the inclination or the means to controvert.

Columbus was not ignorant of the mutinous disposition of his crew, but he still maintained a serene and steady countenance — soothing some with gentle words, endeavouring to stimulate the pride or avarice of others, and openly menacing the refractory with signal punishment, should they do anything whatever to impede the voyage.

25. The great Roman orator, Cicero, in his celebrated treatise on Friendship, remarks with truth that it increases happiness and diminishes misery by the doubling of our joy and the dividing of our grief. When we do well, it is delightful to have friends who are so proud of our success that they receive as much pleasure from it as we do ourselves. For the friendless man the attainment of wealth, power, and honour is of little value. Such possessions contribute to our happiness most by enabling us to do good to others, but if all those whom we are able to benefit are strangers, we take far less pleasure in our beneficence than if it were exerted on behalf of friends whose happiness is as dear to us as our own. Further, when we do our duty in spite of temptation, the mental satisfaction obtained from the approval of our consciences is heightened by the praise of our friends; for their judgment is as it were a second conscience, encouraging us in good and deterring us from evil. Our amusements have little zest and soon pall upon us if we engage in them in solitude, or with uncongenial companions, for whom we can feel no affection. Thus in every case our joys are rendered more intense and more permanent by being shared with friends.

It is equally true that, as Cicero points out, friendship diminishes our misery by enabling us to share the burden of it with others. When fortune has inflicted a heavy unavoidable blow upon us, our grief is alleviated by friendly condolence, and by the thought that as long as our friends are left to us, life is still worth living.

But many misfortunes which threaten us are not inevitable and in escaping such misfortunes, the advice and active assistance of our friends may be invaluable. The friendless man stands alone, exposed without protection to his enemies and to the blows of fortune; but whoever has loyal friends is thereby provided with a strong defence against the worst that fortune can do to him.

26. The best friend a man has in this world may turn against him and become his enemy. His son or his daughter, that he has reared with loving care, may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name, may become traitors to their faith.

The money that a man has he may lose. It flies away from him perhaps when he needs it most.

A man's reputation may be sacrificed in a moment of ill-considered action. The people who are prone to fall on their knees to do us honour when success is with us may be the first to throw stones of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous, is his dog.

A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be by his master's side. He will kiss the hand that has no food to offer, he will lick the wounds and sores that come in encounter with the roughness of the world.

He guards the sleep of his pauper master as if he were a prince. When all other friends desert he remains.

When riches take wings and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens. If fortune drives the master forth an outcast in the world, friendless, homeless, the faithful dog asks no higher privilege than that of accompanying him to guard against danger, to fight against his enemies. And when the last scene of all comes, and death takes the master in his embrace, and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad but open in alert watchfulness, faithful and true even to death.

27. I was in the House of Lords when the vote of thanks [at the end of the Crimean War] was moved. In the gallery were many ladies, three-fourths of whom were dressed in the deepest mourning. Is this nothing? And in every village, cottages are to be found into which sorrow has entered, and, as I believe, through the policy of the Ministry, which might have been avoided. No one supposes that the Government wished to spread the pall of sorrow over the land; but this we had a right to expect, that they would at least show a becoming gravity in discussing a subject, the appalling consequences of which may come home to individuals, and to the nation. I recollect when Sir Robert Peel addressed the House on a dispute which threatened hostilities with the United States. I recollect the gravity of his countenance, the solemnity of his tone, his whole demeanour showing that he felt in his soul the responsibility that rested on him. I have seen this, and I have seen the present Ministry. There was the buffoonery at the Reform Club. Was that becoming a matter of this grave nature? Has there been a solemnity of manner in the speeches heard in connection with this war, and have Ministers shown themselves statesmen and Christian men when speaking on a subject of this nature?

It is very easy for the noble Lord, the member for Tiverton, to rise and say that I am against war under all circumstances; and that if an enemy were to land on our shores, I should make a calculation as to whether it would be cheaper to take him in or to keep him out, and that my opinion on this subject is not to be considered either by Parliament, or the country. I am not afraid of discussing the war with the noble Lord, on his own principles. I understand the Blue Books as well as he; and, leaving out all fantastic and visionary notions about what will become of us if something is not done to destroy or to cripple Russia, I say — and I say it with as much confidence as I ever said anything in my life — that the war cannot be justified out of these documents; and that impartial history will teach this to posterity if we do not comprehend it now.

CHAPTER XXXV.

EXPANSION OF PASSAGES.

This exercise is the exact opposite of Précis-writing. In Précis-writing we have to compress; and in these exercises we have to expand. A sentence, or **a** short passage, has to be enlarged into a paragraph by the fuller and more elaborate expression of its meaning, or by adding illustrations, examples, details or proofs to a simple statement. Such exercise practically amounts to the writing of miniature essays on the subject of the original sentence or passage. No strict rule can be laid down for the length of the expansion; it must not be too short, or it will scarcely be an expansion, or so long as to become an essay. On the average, eighty to one hundred words should be aimed at.

METHOD OF PROCEDURE.

1. Carefully read the original sentence or passage, until you feel that you clearly understand its meaning. (It is a good practice to try to express the main idea in a word or a phrase; *e.g.*, the real subject of the second specimen is, "Pride in One's Work.")

2. Having grasped the subject and meaning of the passage, proceed to expand it by adding details, illustrations, proofs, examples, etc., until it is a tiny essay only long enough to make a paragraph.

3. The expansion must contain all that was in the original passage; and more can be added, so long as it is *strictly relevant to the subject.* [For instance, in Specimen No. 3 (Let thy secret, unseen acts, etc.) the story of the Greek sculptor is not in the original, but it well illustrates the meaning of the passage.]

4. The sentence for expansion is a conclusion or finished product; and it is your work to trace the steps by which this thought has been arrived at.

5. If it is a metaphor, explain its full meaning in plain language, and give reasons to support it.

6. Your expansion should read as a complete piece of composition, expressed in good English; such that it can be clearly understood apart from the original passage. So, when you have written it, go over it carefully to see that nothing essential has been omitted or left obscure.

7. Correct all mistakes in spelling, grammar and punctuation.

SPECIMENS.

—1—

A great deal of talent is lost in the world for the want of a little courage.

EXPANSION.

SELF-CONFIDENCE.

Timidity and self-distrust are almost as great faults as conceit and over-confidence. There are many people who have real talent in different lines, and yet who never accomplish anything, because they are afraid to make the first venture; and in this way many good and useful things are lost to the world. A reasonable amount of confidence in one's own powers is necessary for success.

—2—

If I were a cobbler, it would be my pride
The best of all cobblers to be;
If I were a tinker, no tinker beside
Should mend an old kettle like me.

EXPANSION.

PRIDE IN ONE'S WORK.

It is a great thing to take a pride in our work. Anything that is worth doing at all, is worth doing well. Even in the humblest task we should be ambitious to do it as well as we

can, if possible better than anyone else. For example, a cobbler should not think that because his job is a humble one, it can be scamped and done anyhow; he should be determined to make better shoes than any other cobbler; and a tinker should take pride in mending even an old kettle better than any other tinker can.

— 3 —

Let thy secret, unseen acts,
Be such as if the men thou prizest most
Were witnesses around thee.

EXPANSION.

TOWARD GOODNESS.

A Greek sculptor, when he was asked why he carved the backs of his statues, which no man would ever see, as carefully as he carved the front, said: "The gods will see them!" So it is not enough for us to live outwardly good lives while in secret we allow evil in our hearts, for God knows, even if men do not! We should never do in secret what we should be ashamed of doing in the presence of our most valued friends.

— 4 —

However mean your life is, meet it and live it; do not shun it and call it hard names.

EXPANSION.

MAKING THE BEST OF LIFE.

Men who are always grumbling about their poverty, complaining of their difficulties, whining over their troubles, and thinking that their lot in this world is mean and poor, will never get any happiness out of life or achieve any success. However mean our life may be, if we face it bravely and honestly and try to make the best of it, we shall find that after all it is not so bad as we thought; and we may have our times of happiness and the joys of success. There is nothing common or unclean, until we make it so by the wrong attitude we adopt towards it.

— 5 —

Peace hath her victories
No less renowned than war.

EXPANSION.

THE VICTORIES OF PEACE.

The word victory is generally associated in our minds with war, and calls up visions of battles, bloodshed, and conquest by force; and we think of war as a glorious thing because of its famous victories and splendid triumphs. But when we think of the achievements of great men — statesmen, scholars,

social reformers, scientists, philanthropists, explorers, discoverers and honest workers—for the betterment of the human race and the progress and civilization of the world, we realize that the victories of peace are even more glorious than the victories of war.

Exercise 170. *Expand the idea contained in each of the following :—*

1. It is a great loss to a man when he cannot laugh.
2. Charity is a universal duty, which it is in every man's power sometimes to practise.
3. Slow and steady wins the race.
4. He who follows two hares catches neither.
5. A great city is, to be sure, the school for studying life.
6. 'Mid pleasures and palaces though we may roam,
   Be it ever so humble, there's no place like home.
7. The noblest men that live on earth
   Are men whose hands are brown with toil.
8. Where there's a will there's a way.
9. Perseverance is the very hinge of all virtues.
10. Honour and shame from no condition rise:
    Act well your part; there all the honour lies.
11. They are slaves who dare not be
    In the right with two or three.
12. Great talkers are never great doers.
13. The crown and glory of life is Character.
14. Life indeed would be dull, if there were no difficulties.
15. Only the actions of the just
    Smell sweet, and blossom in their dust.
16. Tell me not, in mournful numbers,
    Life is but an empty dream.
17. To any one who wishes to amend his life there is no time like the present.
18. The real dignity of a man lies, not in what he *has*, but in what he *is*.
19. He that is humble, ever shall
    Have God to be his guide.
20. What is this life, if full of care,
    We have no time to stand and stare ?
21. Home-keeping youths have ever homely wits.
22. Houses are built to live in and not to look on.
23. Nothing was ever achieved without enthusiasm.
24. Train up a child in the way he should go.
25. Whatever is worth doing at all, is worth doing well.
26. Custom reconciles us to everything.
27. Do the work that's nearest,
      Though it's dull at whiles,
    Helping when we meet them,
      Lame dogs over stiles.
28. Each man's belief is right in his own eyes.

29. The good are always the merry, save by an evil chance.
30. The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upwards in the night.
31. One crowded hour of glorious life
Is worth an age without a name.
32. Breathes there the man with soul so dead
Who never to himself hath said,
This is my own, my native land!
33. Full many a gem of purest ray serene
The dark unfathom'd caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

CHAPTER XXXVI.

ESSAY-WRITING.

The word Essay is defined in "The Concise Oxford Dictionary" as "a literary composition (usually prose and short) on any subject." Properly speaking, it is a written composition giving expression to one's own personal ideas or opinions on some topic; but the term usually covers also any written composition, whether it expresses personal opinions, or gives information on any given subject, or details of a narrative or description.

In fact the word "Essay" is somewhat loosely applied to a variety of compositions, from Bacon's compressed "Essays" on the one hand, to the so-called "Essays" of Macaulay, some of which are lengthy articles, almost as big as small books, on the other.

[Addison's Essays are good models for Indian students, because of their brevity and simple directness of style.]

So far as we are concerned here, an essay is an exercise in composition; and it is well to remember that the word *essay* means, literally, an *attempt*. (Compare the verb "to essay," with the accent on the second syllable, meaning to attempt or try.) The essays you write at school are trial exercises, or "attempts" to express your thoughts in good English

(School essays of this kind are sometimes called "themes," from the fact that such an essay is a composition written upon a given theme, or subject.)

CHARACTERISTICS OF A GOOD SCHOOL ESSAY.

1. *Unity.*—An essay must be a *unity*, developing one theme with a definite purpose. The subject must be clearly defined in the mind and kept in view throughout. Nothing that is not relevant to it should be admitted to the essay. At the same time, the subject may be treated in a variety of ways and from different points of view.

2. *Order.*—The essay should follow a certain ordered line of thought and come to a definite conclusion. It should not consist of haphazard reflections put down anyhow. There should be not only unity of subject but also unity of treatment. Hence the necessity for thinking out a line of thought before beginning to write.

3. *Brevity.*—School essays should not be long. The limit should be about three hundred words; though, of course, there can be no strict rule as to length, which will depend a good deal on the nature of the subject. But an essay should be a brief exercise, concisely expressed.

4. *Style.*—In friendly letters, the style should be conversational — easy, natural and familiar; and in writing such letters we may use colloquial terms which would be out of place in a book. But the style of an essay must be more dignified and literary. Slang, colloquial terms and free-and-easy constructions are not proper in an essay. At the same time it is a mistake to attempt any flights of fine writing. The language and sentence construction should be simple, direct and natural. The secret of clear writing is clear thinking. "If you clearly understand all about your matter, you will never want thoughts, and thoughts instantly become words." This was said by Cobbett, a writer whose style is a model of clearness, simplicity and directness.

5. *The Personal Touch.*—An essay should reveal the personal feelings and opinions of the writer. It should have his individuality in it. Strictly speaking, as has been already said, an essay is a written composition giving expression to one's personal ideas or opinions on a subject; and this personal touch should not be lost, or the essay will be colourless and devoid of individuality. So do not be afraid to express in your essays your own views, and do not be content with repeating the opinions of others. Let there be a note of sincerity in all that you write.

To sum up:—An essay must be a *unity*, treating in *an orderly manner* of one subject; it should be *concisely written* and *not too long*, and the style should be *simple, direct and clear*; and it should have an individuality, or show the *personal touch* of the writer.

Three features are necessary in a good essay—suitable subject-matter, proper arrangement, and adequate power of expression. Where all these three are present, the essay will be a success.

CLASSIFICATION OF ESSAYS.

Essays may be classified as Narrative Essays, Descriptive Essays, Expository Essays, Reflective Essays and Imaginative Essays. This classification is useful, so long as it is remembered that these classes are not mutually exclusive, and that some essays may partake of the peculiarities of more than one class. For example, a narrative essay may contain a good deal of description; and essays of all classes should be more or less reflective, for the original idea of this form of composition is an expression of the writer's own feelings and opinions about a given subject. For this reason, let us begin with—

1. *Reflective Essays.*—A reflection is a thought on some subject—on an idea arising in the mind. So a reflective essay consists of reflections or thoughts on some topic, which is generally of an abstract nature; for example; (*a*) *habits, qualities*, etc., such as truthfulness, thrift, temperance, cowardice, heroism, patriotism, industry, etc.; (*b*) *social, political and domestic*

topics, such as riches and poverty, caste, democracy, liberty, government, family life, education, marriage, business, etc.; (*c*) *philosophical subjects*, such as right and wrong, reality, consciousness, the meaning of the universe, etc.; or (*d*) *religious and theological topics*.

In treating such themes, you should try (i) to explain, for example, the importance or advantages of possessing good habits and qualities, and the risks and disadvantages of lacking them; and quote stories, fables, or historical or literary references in support of your statements; (ii) discuss the importance of social institutions, etc.; and (iii) expound and discuss philosophical and theological theories. You should *reason*, and support your statements with arguments and facts.

2. *Narrative Essays*.—A narrative essay consists mainly in the narration of some event, or series of events. I say "mainly," because a narrative essay must not be confused with a short story or bits of history. The narrative it relates should be treated as a subject for thought and comment, and so the essay should be more or less reflective. Narrative essays may treat of—(*a*) *historical stories* or *legends* (*e. g.*, the reign of Akbar; the story of Rama and Sita); (*b*) *biographies* (*e. g.*, life of Shivajee, or of Babar); (*c*) *incidents* (*e. g.*, a street quarrel, a festival, a marriage); (*d*) *an accident* or *a natural disaster* (*e. g.*, a flood, a fire, a ship-wreck, an earthquake); (*e*) a *journey* or *voyage*; (*f*) *a story* (real or imaginary).

In writing narrative essays, keep to the order in which the events are supposed to have occurred, and omit minor details. In biographies, describe and comment on the character of the person; and point out the lesson to be learnt from incidents and stories.

3. *Descriptive Essays*.—A descriptive essay consists of a description of some place or thing; *e. g.*; (*a*) *animals, plants, minerals* (such as the elephant, the pipal tree, coal); (*b*) *towns, countries, buildings*, etc., (*e. g.*, Bombay, Italy, the Taj Mahal); (*c*) *aspects and phenomena of nature* (such as volcanoes, the monsoon, sunlight, organic life); and (*d*) *manufactured articles* (such as motor-cars, steam-engines, silk, paper, etc.)

4. *Expository Essays.*—An expository (or explanatory) essay consists of an exposition or explanation of some subject; *e. g.*; (*a*) *institutions, industries, occupations* (*e. g.*, parliament, the press, silk-weaving, farming, etc.); (*b*) *scientific topics* (such as gravitation, evolution, astronomy, etc.); (*c*) *literary topics* (such as the nature of poetry, prose styles, the genius of Shakespeare, the novels of Scott, history of fiction, etc.).

5. *Imaginative Essays.*—Essays on subjects such as the feelings and experiences of a sailor wrecked on a desert island, may be called Imaginative Essays. In such, the writer is called to place himself in imagination in a position of which he has had no actual experience. Such subjects as "If I were a king," or "The autobiography of a horse," would call for imaginative essays.

HINTS ON ESSAY-WRITING.

1. General Preparation.—One of the chief difficulties young people feel in essay-writing is lack of matter. They do not easily find anything to say about a subject. This is natural, because their experience and general reading are limited. But it may be remedied by reading, and by training the power of observation.

(*a*) *Reading.*—Bacon said, "Reading maketh a full man"; that is, a person who reads much and widely stores his mind with a large variety of facts, thoughts, illustrations and general information. If you want to write good essays you must acquire a love of reading — not simply reading stories for amusement, but reading good books of history, travel, biography and science. Fill your mind with fine thoughts and accurate information. By so doing you will become "a full man," and "a full man" can always find plenty to say on most subjects.

(*b*) *Observation.*—But all knowledge does not come from books. We may learn much from the life around us — what we see and hear and observe for ourselves. Keep eyes and ears open, and learn from your own experience. Practise writing short descriptions of what you see in everyday life — the people you meet,

bits of scenery that strike you, buildings, street scenes, trees and flowers, hills and valleys, the habits of animals and birds. Don't be content with reading other people's description of such things, but see them for yourself. It is surprising what a lot may be learnt from personal observation.

(c) *Conversation.*—Books are written by men and women ; and if we can learn from the books they write, we can learn also from the words they say. Listen to people's conversation ; get them to talk to you about the things they know, and discuss subjects that interest you, with your friends. In this way, also, you may learn much.

A writer reads, observes, and gets people to talk ; and in these ways he is always enriching his mind with ideas and knowledge.

2. Special Preparation.—Now we come to the special preparation needed for writing an essay on some particular subject ; and the first thing we must do is to define the subject.

(*a*) *Defining the Subject.*—It is very important that you should have a clear and accurate conception of the subject of the essay before you attempt to write on it — what exactly it is, and (equally important) what it is not. Some subjects are so simple that you can scarcely make a mistake about them ; but some want looking into to define them exactly. For example, "The influence of railway travelling on Indian social life." The subject is *not* railway travelling, nor is it the railway systems of India ; still less the invention of the locomotive engine, and the history of railways. Yet some students, carelessly reading the subject, might easily take up a large part of their essay with such topics. In a short school-essay there is no room for irrelevant matter. You have to come to the point at once, and start away with the real subject, which in this case is the different ways in which the habit of travelling by train is changing the social customs of the people of India. It is, therefore, very necessary that you should define the subject clearly in your own mind, or you may waste much time and paper in writing on more or less irrelevant matters.

(*b*) *Collecting materials.*—(*i*) Reading up the Subject.—When you have got a clear idea of your subject, the next step will be to think of what you can say about it. Some subjects are so simple that a little reflection should supply you with sufficient material for a short essay ; but for others, special information will be needed for which you may have to do some special reading. For instance, if you have to write about some historical subject, or give a description of some country you have not seen, you will have to get hold of some book and read the subject up. But in any case, you have to *collect materials* for your essay before you can write it. In schools, class-discussions on the subject, under the guidance of the teacher, are very helpful in this stage of special preparation. In any case, do not attempt to write the essay before you have given some time to thinking over what you can say on the subject. The common habit of beginning to write down the first thing that comes into one's head, without knowing what is to come next, is fatal to good essay-writing.

(*ii*) Collection.—As you think over the subject, ideas, facts, and illustrations will pass through your mind. But if you don't catch them as they come, you may forget them just when you want them. So, as you catch birds and put them in a cage, catch and cage these fleeting thoughts by jotting them down on a piece of paper just as they come into your head, without troubling yourself at this stage about their order or suitability. You can examine the birds thus caught at your leisure later. (To save time afterwards, and for convenience of reference, number these notes as you jot them down.)

(*iii*) Selection.—When you think you have collected enough material for your essay, or you can't think of any more points, read over the notes you have jotted down to *select* the points most suitable for your purpose. Examine at your leisure the birds in the cage, to see what they are worth. You may find that some points are not very relevant or won't fit in: cross them out. You may find that some are mere repetitions of others ; and others may be simply

illustrations to be brought under main heads. This process of selection will probably suggest to you in a general way the line of thought you may follow in the essay.

(c) *Logical Arrangement.*—Now you should be ready to decide on the line of thought of the essay, *i. e.*, the logical order in which you can arrange the points you have selected. The necessity of thus arranging your thoughts according to some orderly plan, cannot be too strongly insisted upon. Without it, the essay will probably be badly arranged, rambling, disproportioned, and full of repetitions and irrelevancies.

(*i*) Making the Outline.—Bearing your subject definitely in your mind and with your purpose clearly before you, sketch out a bare outline of the main heads, under which you will arrange your various materials, in a natural, logical and convincing order —from a brief Introduction to an effective Conclusion.

(*ii*) Filling in the Outline.—Having thus mapped out the main points with which you are going to deal, arrange the ideas you have collected each under its proper main head, rejecting all those not really relevant to your subject, or which simply repeat other thoughts, and taking care that each really belongs to the division in which you place it.

You will now have a full outline, which is to be a guide to you in writing the essay. But this is not the essay, but only its well-articulated skeleton. You must now clothe the skeleton with flesh, and (most difficult of all) breathe into it the breath of life, before you can call your production an essay.

EXAMPLE.

To illustrate this method of collecting materials and drawing up an outline, let us work out together a simple example for an essay on, say, "The Elephant."

The subject is so simple, that we need not spend any time on defining it. What is wanted is evidently a Descriptive Essay, and all we have to do is to think of all we can say about the Elephant.

So we can set to work at once catching and caging our birds, or, in other words, jotting down, as they come into our mind, all we can remember about elephants. The thoughts may come to us something like this, and we will put them down and number them as they occur to us.

THE ELEPHANT.

1. Largest of all animals.
2. Used in tiger-hunting.
3. Revengeful — story of tailor and elephant.
4. Its trunk and large ears.
5. Found in India and Africa — two kinds.
6. Its skill in piling logs.
7. Its great strength.
8. In India, used in state processions.
9. How caught and tamed.
10. Mad elephants.
11. Elephant grass.
12. Its tusks — hunted for ivory.
13. Howdah and mahout.
14. Story of blind men and elephant.
15. In old times used in war.
16. Its intelligence.
17. Feeds on leaves and grass.
18. Decoy elephants, and *Keddahs.*
19. Can draw heavy loads.

Here is plenty of material; but it is in no order, and it will want a lot of sifting before it can be used. We must examine all these details to see which are suitable, and arrange them.

A little scrutiny will show that they may be *arranged in groups* under different headings.

Nos. 1, 4, 7, 12 and 16 are parts of a *description* of an elephant.

Nos. 2, 6, 8 (with 13), 12, 15 and 19 refer to different ways in which elephants are of *use* to man.

(Nos. 7 and 16 give reasons why the elephant is useful to man.)

Nos. 9, 12 and 18 refer to the *hunting* of the elephant.

Nos. 5 and 17 mention the *habitat* and food of the elephant.

We have now classified all the points except Nos. 3, 10, 11 and 14. As to No. 11, it is of no use to us, as the grass referred to gets its name simply from its

great size. No. 14 would be too long; and besides the story is not so much about the elephant as an illustration of the fact that truth is many-sided. No. 10 might be brought in incidentally, and perhaps taken along with No. 3; but we may have more than enough material without them.

Already something like an outline is emerging from the disorderly mass of material. We see how we may group the different items under such heads as Description, Habitat, Uses, Hunting, etc. Very soon some such provisional bare outline as this may suggest itself:—

BARE OUTLINE.

1. Description.
2. Habitat and food.
3. How and why hunted.
4. Strength and intelligence, making elephant useful to man.
5. Its different uses.

Now we must fill in this bare outline by grouping the various points under the main heads. In doing this, we may find occasion to modify or alter the bare outline, and additional details may suggest themselves.

FULL OUTLINE.

THE ELEPHANT.

1. *Description.*—(Nos. 1, 4, 7, 12.)
   Great size and strength; trunk (its uses); big ears; small tail; tusks; speed.
2. *Habitat.*—(Nos. 5 and 17.)
   Found in Africa and India; two kinds; lives in herds; feeds on leaves and grass in jungles.
3. *Of great use to man* (because of its strength and intelligence)—(Nos. 7 and 16.)
   Different uses:
   (*a*) Draws heavy loads (No. 19).
   (*b*) Piles logs (No. 6).
   (*c*) Used in tiger-hunting (No. 2); howdah and mahout (No. 13).
   (*d*) Used in battles in old days (No. 15).
   (*e*) Used in state processions in India (No. 8).
4. *Elephant hunting.*—Why and how.
   (*a*) Hunted for ivory with elephant guns (No. 12).
   (*b*) Caught alive to be tamed (No. 9)—Decoy elephants entice herd into *Keddah* (No. 18).

This outline will be quite long enough for an ordinary school essay; so we had better omit some of the points we first jotted down and marked as doubtful, *viz.*, Nos. 3, 10, 11 and 14. This illustrates the necessity for selection.

When we come to write the essay, we must keep this outline before us as a guide; but, unless we are required to do so, the outline should not appear in the fair copy of the essay. (In examinations, the outline can be written on the left-hand page of the answer-book, on which scribbling is allowed.)

WRITING THE ESSAY.

1. Paragraphs.—Every essay should be divided into paragraphs, and each heading should have at least one paragraph to itself. An essay not thus paragraphed looks unattractive, and is not easy to read.

[A paragraph is a group of related sentences that develop a single point. In constructing a paragraph, these principles should be kept in view:—(*i*) *Unity*. The paragraph must treat of one subject only. (*ii*) *Variety*. Paragraphs should not all be of the same length or of the same monotonous structure. (*iii*) *Logical sequence of thought.* (*iv*) *Topical sentence.* The most important sentences of a paragraph are the first and the last. In many paragraphs the first sentence states the subject, and is called the *topical sentence* (or key-sentence). The concluding sentence may sum up effectively what has been said in the paragraph.]

2. Structure of an Essay.—We may divide an essay into three parts — the Introduction, the Body of the Essay, and the Conclusion.

(*a*) *The Introduction.*—This, in a short essay, must be very brief. It would be absurd to have the porch bigger than the building itself. It may be simply a sentence, or a very short paragraph. But it should always be arresting, and pertinent to the subject. The introduction may consist of a definition or explanation of the title; or a statement of the subject and the way in which you are going to treat it; or a quotation, proverb, very brief story, or general remark, leading up to the subject.

(b) *The Body of the Essay.*—This is really the essay itself—the house to which the introduction is the front door, and the conclusion the back door, or exit.

In arranging the body of the essay *observe proportion*; that is, let each part have due weight given to it. If the subject is "The good and bad influence of Newspapers," do not devote three quarters of the essay to good influences, and so leave only a quarter for the bad. Closely follow your full outline throughout.

The *paragraphs* should be well constructed, and should be related to one another according to the direction of your outline; and, as far as possible, the connection between one and another should be shown. Avoid "padding" and keep to the point.

Take pains in selecting *words* and *phrases* which exactly express the ideas which you have in mind; and frame your *sentences* so that they are quite clear and forceful.

Avoid the use of unnecessary words. In revising your essay, look out for useless repetitions and redundant expressions, and strike them out.

Match the words to the sense, and adopt the style to the subject-matter. Do not write frivolously on a serious subject, or ponderously on a light and humorous subject.

(c) *The Conclusion.*—As the introduction should arouse interest, the conclusion should satisfy it. An effective and satisfying end to an essay is as important as an arresting beginning. An abrupt or feeble ending may spoil the whole effect of the essay. A good conclusion may consist of:—(*a*) a summing up of the arguments of the essay; (*b*) final conclusion drawn from the subject-matter; (*c*) a suitable quotation; (*d*) a sentence that strikingly expresses the main point you want to drive home.

3. Finally, a few words about your STYLE IN WRITING.—To acquire a simple, direct and forceful style in writing calls for constant practice. It does not come "by nature." As the poet Pope says:—

> "True ease in writing comes from art, not chance;
> As those move easiest who have learned to dance."

The secret of clear writing is clear thinking. So, be perfectly clear about what you want to say, and then *say it*—as directly, as simply, as concisely as possible. *Be direct*: use short sentences in preference to long and involved periods. *Be simple*: don't attempt any oratory or flowery language, but use simple words and constructions and avoid elaborate metaphors. *Be concise*: avoid unnecessary repetitions and superfluous words; say what you want to say as tersely as is consistent with making your meaning clear. Never use two words where one (the *right* one) will do. *Be natural*: don't try to imitate any author's style, however eloquent, but *be yourself*.

SUMMARY OF METHOD OF PROCEDURE.

To sum up:—

1. Clearly define your subject in your own mind.
2. Think over it, until ideas about it come into your mind, and jot the points down on paper as they occur to you—numbering them.
3. Classify these points in groups under suitable headings, rejecting any that are unsuitable.
4. Arrange these headings in a bare outline.
5. Fill in the outline, making a full outline.
6. Now begin to write the essay, dividing it into paragraphs.
7. The essay should consist of introduction, body and conclusion.
    (*a*) Make the introduction arresting.
    (*b*) Keep the parts of the body of the essay in proper proportion; and take pains in choosing words, constructing sentences and building up paragraphs.
    (c) Make the conclusion effective and satisfying.
8. Write in a simple, concise, clear, direct and natural style.

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1. HOLIDAYS.

There is not much need of proving to most schoolboys that holidays are necessary. They are quite convinced that they are—and most desirable, too. They welcome a holiday

from school with hilarious joy, and plague the headmaster on the least excuse to let them off their lessons. It would be more in place to try to convince them of the necessity of work and study. Yet it may be desirable to show that regular intervals of rest, recreation, or a change of occupation, are really necessary. As the old rhyme says,

"All work and no play,
Makes Jack a dull boy."

Holidays at proper intervals are especially necessary for young people, and for those engaged in hard mental work; for continuous work, without a break, will injure the health, and may cause a nervous break-down. A short holiday, rightly used, will send us back to our work with renewed zest and vigour.

"Rightly used." It all depends upon that. For holidays may be abused. If the holiday is spent in stupid idleness, or in an exhausting round of exciting amusements, or shut up in close stuffy rooms drinking and playing, or in any other unhealthy way, the boy or man will come back to his work tired, listless, and uninterested. The holiday, instead of doing good, has done harm,—much more harm than steady work could ever do.

How can a holiday, then, be best used, so that at the end of it we shall come back to our work with energies renewed and interest keener than ever? If we are students, or have been shut up in stuffy offices, we should get away into the pure air of the country and live a healthy, open-air life, enjoying games or sports. We should avoid unhealthy amusements, keep early hours and get plenty of refreshing sleep. And we should not be completely idle. Change of occupation is a rest. And if we have a little regular work to do, work that we take an interest in, it will make our holiday not only healthier, but more enjoyable.

2. BOOKS AND READING.

Happy is the man who acquires the habit of reading when he is young. He has secured a life-long source of pleasure, instruction and inspiration. So long as he has his beloved books, he need never feel lonely. He always has a pleasant occupation of leisure moments, so that he need never feel bored. He is the possessor of wealth more precious than gold. Ruskin calls books, "Kings' Treasuries"—treasuries filled, not with gold and silver and precious stones, but with riches much more valuable than these—knowledge, noble thoughts and high ideals. Poor indeed is the man who does not read, and empty is his life.

The blessings which the reading habit confers on its possessor are many.

Provided we choose the right kind of books, reading gives the highest kind of pleasure. Some books we read simply for pleasure and amusement—for example, good novels. And novels and books of imagination must have their place in everybody's reading. When we are tired, or the brain is weary with serious study, it is a healthy recreation to lose ourselves in some absorbing story written by a master hand.

But to read nothing but books of fiction is like eating nothing but cakes and sweetmeats. As we need plain, wholesome food for the body, so we must have serious reading for the mind. And here we can choose according to our taste. There are many noble books on history, biography, philosophy, religion, travel, and science which we ought to read, and which will give us not only pleasure but an education. And we can develop a taste for serious reading, so that in the end it will give us more solid pleasure than even novels and books of fiction.

Nor should poetry be neglected, for the best poetry gives us noble thoughts and beautiful imaginings clothed in lovely and musical language.

Books are the most faithful of friends. Our friends may change, or die ; but our books are always patiently waiting to talk to us. They are never cross, peevish, or unwilling to converse, as our friends sometimes are. No wonder a reader becomes a "book-lover".

3. A VISIT TO AN EXHIBITION.

Last year a grand exhibition was held in our town ; and my friends and I went to see it one evening.

Our first impression on entering the grounds was that the whole thing looked like a fairyland. The vast space was decorated in magnificent, bright and gay colours and lit up with countless lights. Men and women in their best holiday clothes were moving from corner to corner, admiring the beauty of all kinds of stalls set up. These stalls were like small shops and they had for show or for sale such goods as cloth, both ordinary and fancy, household furniture, various types of machinery, musical instruments and numerous articles for daily use, all showing labels "Made in India."

While the stalls made a very interesting sight, what attracted us most was the Children's Corner in the exhibition which was crowded with boys and girls. All types of amusements could be seen here, such as, a merry-go-round, the giant wheel with tumbling boxes, wooden horses, dodge cars, a railway train and

other things. In each of these, children and some grown-ups even, were seated and were having a most thrilling and exciting time. I too had my share of fun with my friends and returned home after enjoying a most delightful evening.

4. A HOUSE ON FIRE.

I had never seen a house on fire before, so, one evening when I heard fire engines with loud alarm bells rushing past my house, I quickly ran out and, a few streets away, joined a large crowd of people; but we could see the fire only from a distance because the police would not allow any one near the building on fire.

What a terrible scene I saw that day! Huge flames of fire were coming out of each floor, and black and thick smoke spread all around. Every now and then tongues of fire would shoot up almost sky-high, sending huge sparks of fire roundabout.

Three fire engines were busily engaged and the firemen in their dark uniforms were playing the hose on various parts of the building. The rushing water from several hoses soaked the building but it did not seem to have any effect on the flames. Then the tall red ladders of the fire engine were stretched upwards and I could see some firemen climbing up with hoses in their hands. On reaching almost the top of the ladder, they began to pour floods of water on the topmost part of the building. This continuous flooding brought the fire under control but the building was completely destroyed.

While fire is a blessing in many ways, it can also be a great danger to human life and property.

5. THE ELEPHANT.

Now that the mammoth is extinct, the elephant is the largest of all animals living, and the strongest. It is a strange-looking animal, with its thick legs, huge sides and back, large hanging ears, small tail, little eyes, long white tusks, and, above all, its long nose, called the trunk. The trunk is the elephant's peculiar feature, and it puts it to various uses. It draws up water by its trunk, and can squirt it all over its body like a shower bath; and with it, it picks leaves from the trees and puts them into its mouth. In fact, its trunk serves the elephant as a long arm and hand. Elephants look very clumsy and heavy, and yet they can move very quickly when they like.

Elephants are found wild in India and in Africa. The African elephant differs in some points from the Indian, being larger, with longer tusks and bigger ears. In fact the two are considered to be different species. In both countries, they live in herds in the jungles, and are naturally shy animals that

keep away from men. Elephants, with their great size and strength, are fine advertisement for vegetarianism, for they live entirely on leaves of trees, grass, roots and bulbs.

The elephant is a very intelligent animal, and its intelligence combined with its great strength, makes it, when tamed, a very useful servant to men; and it has been trained to serve in various ways.

Elephants can carry heavy loads about a thousand seers each; and they are used to draw heavy waggons and big guns, that would require many horses. They are very skilful, too, in piling timber. The trained elephant will kneel down, lift a heavy log of wood with its tusks, carry it to the place where it is wanted, and lay it exactly in position.

Elephants are also trained for tiger-hunting. The huntsmen sit in the *howdah* on the elephant's back, which is driven and guided by the driver, called the *mahout*, who squats on its neck. In this way the hunters are carried through the thickest jungles, and at such a height that they can see and fire at the tiger when it is driven out.

In old days elephants were used in battles, and all Indian Rajas had their regiments of trained fighting elephants. And they still have their place in state processions, when they are painted with bright colours and covered with silk and velvet cloths.

In Africa elephants are hunted mainly for their tusks, which are made of ivory and are very valuable. Their skins are so thick that an ordinary bullet will not pierce them; and so large guns, called elephant-guns, are used to kill the animals.

Many elephants are caught alive to be tamed and trained. But catching elephants alive is difficult and dangerous work; for, though the elephant is a shy, wild animal when left alone, it can be a dangerous enemy when attacked. Elephants are generally caught alive in great traps or enclosures, called *keddahs*. They are either driven into these *keddahs*, or led into them by tame elephants, called decoys, which are trained to lead their wild brothers into captivity.

Exercise 171. *Write a short essay on :—*

1. Old Custom. 2. The House-fly. 3. School Games. 4. Fairy Tales. 5. Motoring. 6. The Pleasures of Reading. 7. Popular Superstitions. 8. The Use and Abuse of Leisure. 9. Life in a large City: its Advantages and Disadvantages. 10. Advertising: its Uses and Abuses. 11. The Book you like Best. 12. Travel as a part of Education. 13. Novel-reading. 14. The Best Way of spending Holidays. 15. Wireless Telegraphy. 16. The Ganges. 17. Boarding Schools: their Advantages and Disadvantages. 18. A Big Railway Station. 19. Beasts in Captivity. 20. Your Favourite Hobbies. 21. Ants. 22. The Importance of the Study of Geography. 23. No Man is a Judge of his own Merits. 24. Safety First. 25. The Use

and Abuse of Strikes. 26. Scouting for Boys. 27. The Forming of Habits. 28. Fashions. 29. The Keeping of Pets. 30. The Work of a Policeman. 31. The Pleasures of Cycling. 32. The Sky at Night. 33. The Life of a Locomotive Driver. 34. The Telephone. 35. A Wet Day. 36. The Uses of Rubber. 37. A Visit to a Place of Historic Interest.

Exercise 172. *Write a short essay on :—*

1. Should boys learn to cook ? 2. Is life for us better than it was for our forefathers ? 3. A railway journey. 4. Is life in the city preferable to life in the country ? 5. Street hawkers. 6. Should games be compulsory for schoolboys ? 7. An important day in my life. 8. How you hope to continue your education when you leave school. 9. What do you think is the most enjoyable month of the year ? Say why you think so. 10. "Playing the game." 11. Examination day. 12. Good manners. 13. How to keep fit. 14. The conquest of the air. 15. Ghosts and ghost stories. 16. The life of a rupee. 17. The dream I should like to have. 18. Milk. 19. My greatest wish. 20. Fresh air. 21. Pocket-money. 22. My country. 23. Aeroplanes. 24. The care of the teeth. 25. Our duty to the backward communities in our country. 26. Some desirable improvements in your home town. 27. An English dictionary. 28. Walking tours. 29. The influence of the cinema. 30. Electricity in the service of man. 31. India before railways. 32. The value and purpose of a school debating society. 33. The housing of the working classes. 34. "The man who will succeed in life is he who can adapt himself easily." 35. Some wonders of modern science. 36. The educational possibilities of "Broadcasting." 37. "Gluttony kills more than the sword." 38. The fascination of a great city.

CHAPTER XXXVII.

AUTOBIOGRAPHIES.

A Biography is the history of the life of a person written by someone else (*e. g.*, Southey's "Life of Nelson," Boswell's "Life of Johnson," etc.). An Autobiography is the history of the life of a person written by himself (*e. g.*, John Stewart Mill's "Autobiography").

In the following exercises, the pupil is asked to use his imagination by pretending to be another person,

an animal, or an inanimate object, and to invent an autobiography of him or it. He must consider himself to be the animal or object, and, in the first person, write as that particular animal or object might be supposed to tell its own story.

The story must be made as interesting as possible, and told in simple language, such as is used in every-day talk.

SPECIMENS.

1. The Autobiography of a Rupee.

I am now an old coin, and have been in circulation many, many years. I have become dulled and worn, and the head of Queen Victoria on my face is very faint, and the lettering on my back almost rubbed out, with the years of hard work I have done. But I can still remember my early youth. If you had seen me then, when I was in the Government Treasury, with my bright companions, soon after we had been issued from the Mint, you would not have recognized me as the same coin. I was shining silver, and the Queen's head and all the lettering were very beautiful and distinct. I was very proud of my smart appearance.

My active life began when I was paid over the counter of a bank, along with other new rupees, to a gentleman who cashed a cheque. I went off jingling in his pocket; but I was not there long, as he gave me to a shopkeeper. The shopkeeper looked pleased when he had me in his hand, and said, "I have not seen a new rupee for some time"; and he banged me on his counter to see if I was genuine. I gave out such a clear-ringing note, that he picked me up and threw me into a drawer with a lot of other coins.

I soon found we were a mixed company. I took no notice of the greasy copper coins, as I knew they were of very low caste; and I was condescending to the small change, knowing that I was twice as valuable as the best of them, the eight-anna-pieces, and sixteen times better than the cheeky little annas. But I found a number of rupees of my own rank, but none so new and bright as I was. Most were old coins, and dull and worn — as I am to-day.

Some of them were jealous of my smart appearance, and made nasty remarks; but one very old rupee was kind to me and gave me good advice. He told me I must respect old rupees and always keep the small change in their place — advice which he summed up with the remark, "A rupee is always a rupee, however old and worn."

Our conversation was interrupted by the opening of the drawer; and I was given in change to a young lady, who put me in her purse. But the purse had a hole, and I fell out as she walked along the street, and rolled into the gutter, where

I was lost a long time. Eventually a very dirty and ragged boy picked me up; and for some time after that I was in very low company, passing between poor people and small shopkeepers in dirty little streets. But at last I got into good society, and most of my time I have been in the pockets and purses of the rich.

I have no time to tell the hundredth part of my adventures. I have lived an active life, and never rested long anywhere. I am glad of this, for I should not have liked the fate of a rupee, born the same year as I was, who has been all his life locked up in the strong-box of a miser. What a dull life he must have had!

2. The Autobiography of a Horse.

Now that I am getting old and stiff in the joints, I like to meditate, while grazing in the pasture, on my foal days. I think that was the happiest part of my life. I had no work to do, and could run about after my mother, who was a fine white Arab mare, without any restraint. Most of my time was spent in the fields, where I nibbled the tender grass and capered about, while my mother was steadily grazing.

But that could not last for ever. When I was old enough, the trainer came and, to my great indignation, fastened a long rope to my head, and then began driving me round and round in circles with his long whip. I was frightened and angry, but he went on till I was so tired that I could scarcely stand. However, my mother told me that it was no use my resisting; and, to make a long story short, I was at last thoroughly trained as a riding-horse.

I was bought by a young officer as a polo pony, and I soon got to love the game. He was a kind master, and a good rider; and in the end I would do anything for him, and was quite proud when his side won the game. But he got into debt, and had to sell me; and I was bought by a gentleman and a lady who kept a buggy, and was trained to run in shafts. I hated this work; and I am afraid I gave a lot of trouble, by going as slowly as I could. When my driver gave me the whip, I started shying at any object on the road. And then I found that jibbing was a very good trick, and whenever I was harnessed in the buggy, I would refuse to start; and when I was whipped, I simply backed. My owner got disgusted at last, and sold me to a gentleman who was fond of hunting.

I was delighted to get back to saddle-work; and thoroughly enjoyed my gallops with the hounds after the jackal in open country. But an accident put a stop to that jolly life; for one day my master pressed me to a big jump which I knew I could not do. I did my best but fell short, and fell. My master was thrown and broke his arm, and I badly sprained one of my legs.

I was in hospital for weeks, and then was sold to a gentleman who wanted a quiet riding-horse. He was a kind master, and used me well; and I was in his service for a good number

of years. Now I am old, he gives me very little work, and I spend most of my time grazing in the pasture, and leading a quiet, contented life.

Exercise 173. *Write autobiographies of the following :—*

1. A Bee.—(Read up something about the habits of hive-bees ; then bring in the various duties of the worker-bee, feeding and tending larvæ (young), storing honey, sweeping hive, guarding, fetching nectar from flowers to make honey, etc.)

2. An Ant.—(On the same lines.)

3. A St. Bernard Dog.—(Training as a puppy by monks of St. Bernard to rescue travellers lost in snow ; describe the dog ; sent out with flask of brandy fastened round its neck ; some of the dog's adventures.)

4. A Sheep Dog.—(Training by the shepherd to look after flock ; as young dog, imitates his mother in her work ; learns to understand the shepherd's signs and verbal orders ; knows each sheep, and can pick out and bring whichever the shepherd wants ; can separate certain numbers from others ; drives sheep to pastures, and into fold at night ; guards flock against enemies.)

5. An Elephant.—(Wild life in jungle when young ; how caught in *keddah* by decoy ; training ; its work: carrying loads, piling logs, drawing carts, carrying hunters in tiger-shooting, marching in state processions, etc.)

6. A Rose Tree.—[Early cultivation ; the first pruning resented ; learns later it is necessary for producing fine flowers ; gets rich manure ; learns that cultivation makes it different from wild rose ; suffers from disease, like green-fly, blight, etc.; how gardener cures it ; produces splendid red roses ; much admired ; next year, some blooms gain prize at Flower Show ; cuttings taken (its children), etc.]

7. A Watch.—(Describe,—silver watch: in jeweller's shop ; other watches its companions ; *e.g.* proud gold watch, humble gun-metal watch, repeating watches, wrist watches, etc. Bought as present for young man ; stolen out of his pocket ; sold by thief ; put in pawnshop ; bought by man ; falls sick and goes to hospital, *i. e.* jeweller's — new main spring.)

8. A River.—(Rises as spring in mountains, or from a glacier: mountain torrent, rocky bed, water-falls, tributaries ; swollen when snow melts ; reaches plains ; slow steady river ; cultivated fields on banks ; irrigation canals taken off ; passes villages and small towns ; flows through a big town ; pollution of waters ; boats and ships ; falls into sea at big port, etc.)

9. A KITE OR HAWK.—(Young in a nest in a tall tree, fed by mother and father kite; how it learns to fly; hunting its prey—mice, chickens, small birds; teased by crows and minas; chooses mate; builds nest; etc.)

10. A FISH (Salmon).—(Its youth as a smelt in river; journey to the sea; returns up river leaping weirs; chooses a mate; grows big; fished for; how it is deceived by bait; nearly hooked; escapes and vows to take no more baits; its enemies; proud of being king of river fishes, etc.)

Exercise 174. *Write autobiographies of:—*

1. A Camel. 2. A Spider. 3. A Donkey. 4. A Tiger. 5. A Sea-gull. 6. A Kingfisher. 7. A Caterpillar and Butterfly. 8. A Sword. 9. A Steam-engine. 10. A House. 11. A Motor-car. 12. An Aeroplane. 13. A Crocodile. 14. A Crow. 15. A Steamship. 16. A Cobra. 17. A Buffalo. 18. A Plough. 19. A Child's Toy. 20. A Rifle.

Exercise 175. *Tell the life-story of each one of the following, as told by itself:—*

1. A Piece of Coal. 2. An Owl. 3. A Pariah Dog. 4. A Parrot. 5. A Cocoanut Tree. 6. A Banyan Tree.

CHAPTER XXXVIII.

DIALOGUE-WRITING.

A Dialogue literally means "talk between two people." Dialogue-writing is a useful form of composition, especially for the Indian student who is trying to gain a command of spoken English. Under proper guidance, it should introduce him to the colloquial way of talking English, and train him to express his thoughts in easy and natural constructions. The spoken English of the Indian school-boy is too often rather stilted and bookish, owing to the fact that he has not much chance of talking with English people; and anything that will help him to acquire naturalness and ease in speaking in English is of value.

To write a dialogue successfully, calls for a little dramatic power; for the writer has not only to see both sides of a question, but has also to put himself, so to speak, inside two imaginary persons so as to make them express their opposite opinions naturally and in keeping with their characters. He has in turn to be each one, and see the point of view of each on the question.

A written dialogue should be so composed that it appears to be spontaneous or impromptu. The reader of it should not feel that it is premeditated, stilted and dull.

At the same time, careful preparation is necessary for writing a dialogue, though this must not appear. The writer must have the art to conceal his art. It is always advisable tc make a plan or outline of the dialogue before beginning to write; otherwise the dialogue may be rambling and pointless.

METHOD OF PROCEDURE.

1. Carefully think over the subject given, and jot down briefly the arguments or opinions about it which might reasonably be expressed by the imaginary persons who are supposed to be talking.

2. Arrange these ideas in some logical order, so that one will arise naturally from another in the course of the conversation. (It is well to write down these points in the form of an outline, or numbered heads, as a guide to follow in writing the dialogue.)

3. Try to imagine what would be the way in which each character in the dialogue would express his views. To do this, you must have in your mind a clear idea of the imaginary persons taking part in the conversation, so as to make them speak in character. (For instance, in Specimen No. 2, Swarup, the bookish student, talks in a different way from Dulip Singh, the athletic student.)

4. Keep in mind that your dialogue, when completed, should read like a real, spontaneous conversation. So try to make your imaginary characters talk in an easy, familiar and natural manner. Avoid stilted and bookish phrases. Try to remember how real people talk in friendly conversation, and reproduce that conversational style as well as you can.

SPECIAL HINTS.

1. (*a*) Don't let any of your characters monopolize the conversation, as if he were giving a public lecture. Give all a chance, and keep the ball rolling. Let the conversation be brisk and rapid.

(*b*) In real conversation, one person sometimes interrupts the other, or breaks in on what he is saying. A sparing use of such interruptions in written dialogue is quite permissible, and adds to its naturalness.

For example:—

A.—"I am perfectly certain he would never do such a thing. Why, only the other day he told me—"

B.—"I don't care what he told you! I know for a fact that he did it."

(*c*) In real conversation, a speaker often answers a question by asking another; or sometimes, seeing what is coming, he answers a question before it is asked. You may enliven your dialogue by making your characters do the same now and then.

For example:—

(*i*) A.—"What will you do if he does not answer your letter?"

B.—"Well, what would *you* do?"

(*ii*) D.—"I heard something about you the other day, John."

J.—"I know! You are going to ask me why I was absent from office last Monday. Well, I will tell you — etc."

(*d*) In real conversation, people often use exclamations, expressing surprise (*e.g.*, "My word!" "Good heavens!" "You don't say so!" "Well" etc.); irritation (*e.g.*, "Bother!" "O dear!" "Confound it!"); pleasure ("How nice!" "Splendid!")—and so on. Such interjections may be introduced from time to time, *sparingly*; but the use of them should not be overdone. (*Note.*—Slang and profane words should be avoided).

2. The dialogue should begin in an interesting way, so that the reader's attention may be arrested from the very first. And the conversation should lead up to some definite conclusion. It should not end abruptly and in the air, so to speak. Special attention should be paid to the opening sentences and the conclusion.

3. The fact that the language should be as far as possible colloquial does not, of course, mean that it may be ungrammatical. However free-and-easy the style in which the persons in the dialogue are made to talk, they must talk good English. They must not, for example, be made to use such expressions as, "He asked my brother and I to tea," or "That's him!"

4. Keeping these points in view, write your dialogue in as natural, interesting and realistic a manner as possible. The whole conversation should be brief, and the questions and replies as concise and pointed as possible.

SPECIMENS.

1. *A conversation between two boys, one of whom is habitually despondent and thinks that luck is against him, whereas the other is of a more practical turn of mind.*

Nasarullah Jan.—Come, Hussain, you are taking your failure too much to heart. I know it is a great disappointment, and I sympathize with you; but you must not allow it to make you so unhappy.

Mohd. Hussain.—It is all very well for a lucky chap like you, Nasarullah. You have passed the first time, and this is my second failure. You would not feel so cheery if you were in my place.

N. J.—I know; but you must pull yourself together, and make up your mind you will pass next time. Remember the old saying "If at first you don't succeed, try, try, try again!"

M. H.—I think the other version of the saying has more sense in it,—"If at first you don't succeed, quit, quit, quit, at once!"

N. J.—Oh, nonsense! You'll never do anything if you don't persevere. Now, why do you think you failed?

M. H.—All this year fate has been against me. First, I was ill with enteric, which lost me a whole term. Then just before my examination, my father died, and that so upset me that I could not prepare properly.

N. J.—Well, you certainly did have bad luck. I *am* sorry. But I am sure you will succeed next time; so you must make up your mind to win through.

M. H.—It's no use. I think I was born unlucky. I seem to fail in everything I touch. I tried several times to get a scholarship, but some other boy always got it instead. I shall give it up.

N. J.—Indeed, you must not. Remember it's the darkest hour before the dawn. Often when things are at the worst, they begin to improve. I don't believe in all the talk about bad and good luck. A brave man makes his own luck. You have a year before you; you have brains, and if you will only pull yourself together and put your heart into your work, you will win through.

M. H.—I wish I had your hopeful disposition. Still, I will take your advice and have another try.

N. J.—That's the style! And I am sure you will succeed, and break your so-called "bad luck" once for all.

2. *An imaginary conversation between a bookish student and an athletic student on the comparative merits of mental and physical culture.*

Dulip Singh.—Hello, Swarup! Swotting away as usual! Come out, man; shut up your old books, and come and have a game of tennis.

Swarup.—I am sorry I cannot do that, Dulip. The examination is drawing near, and I want every hour I can get for study.

Dulip Singh.—Oh! hang all examinations! I do not worry about mine. What is the use of them, any way?

Swarup.—Well, you can't get a degree if you don't pass the examination; and I have set my heart on being a B. A.

Dulip Singh.—And pray what good will a B. A. do you? You may get a clerkship in a government office; but that's all. And there are hundreds of fellows who have got their degrees, and are no nearer getting jobs of any sort.

Swarup.—That may be so; but I am not studying so much to pass my examination and obtain my degree, as to store my mind with knowledge and develop my intellectual faculties.

Dulip Singh.—My word! How fine you "highbrows" can talk! "Develop my intellectual faculties," indeed! I tell you, all a man wants to get on in the world is some brains, plain common sense, and plenty of push. And you can't learn these things from books. And while you are "developing your intellectual faculties," you are spoiling your health. You will soon be a thin, white, narrow-chested, half-blind weakling if you stick to your beloved books like this. Look at my broad chest and feel my biceps! Anyway, I am developing my physical powers with my games and athletics.

Swarup.—Well, if I have to choose, I would rather have a learned and cultured mind than a strong and well developed body; for the mind is far more important than the body.

Dulip Singh.—Oh! I see! You mean to say that a man who plays football and hockey and is as strong as a horse, cannot have any brains?

Swarup.—I did not say that; but you may remember what Kipling said about "muddied oafs and flannelled fools."

Dulip Singh.—Well, I must say you are very complimentary! Kipling must have been an ass if he said that. Anyway I would rather be "a muddied oaf" than a whitefaced, spectacled book-worm, as blind as an owl.

Their teacher (coming in).—Hello! What are you two fellows quarrelling about?

[*They explain.*]

Teacher.—I see. Well, you are both right and both wrong. Swarup, a little more physical exercise will do you good, and will not interfere with your mental culture; and Dulip Singh, a little more study will not in any way spoil your physical

strength. So, go and have a game of tennis, Swarup; and afterwards, you, Dulip settle down to a few hours' study.

3. *A dialogue between a countryman and a townsman, bringing out the comparative advantages of town and country life.*

Smith.—Good morning, Mr. Jones. It is a long time since I saw you in town. Are you staying long?

Jones.—Good morning. No, Mr. Smith, I only came up on business for a few hours, and hope to get home again this evening.

Smith.—Running away so soon? Why not stay a few days and enjoy yourself?

Jones.—Not I. I don't find much enjoyment in the smoky air of a town, and all its noise and racket. Give me the clean air, the sunshine, and the quiet of the country.

Smith.—Well, I grant you have the advantage of purer air in the country; but as for noise, you soon get used to it. In fact I could not stand your country quiet—it would drive me crazy. I like to feel plenty of life and movement about me.

Jones.—Really? Why I could not get a wink of sleep in a noisy town. And towns are so ugly—nothing to see but ugly smoke-grimed houses, dreary streets, hideous-advertisements on every hoarding, factory chimneys belching smoke, and a dull, smoky sky. I have the beauty of the green fields and shady woods and flowery meadows of the country.

Smith.—Ah! my friend, but do not forget what Dr. Johnson said: "When you have seen one green field you have seen all green fields; come with me down Fleet Street and study man."

Jones.—Well, all I can say is that Dr. Johnson never saw a green field in his life, or he would have known that there is an infinite variety in nature if you have the eyes to see it.

Smith.—But what in the world do you do with yourself in your village? It must be a very dull and slow life, with no theatres, no concerts, no cinemas, no public lectures, no exciting political meetings. You must lead a stupid vegetable life, like a cabbage.

Jones.—Not so stupid and dull as you imagine. I have my garden, which is a great source of pleasure; and there is fishing, and a little hunting. And then I love tramping over the hills, and seeing the beautiful scenery. And in the evenings I have my books.

Smith.—Well, every man to his taste; but to me yours would be a dull life.

Jones.—Dull or not, it is much healthier. In the pure country, we do not get the epidemics and dirt-produced diseases you have in the towns. And our quiet habits give us longer lives.

Smith.—Yes, you may live longer in the country. But you don't get so much out of life as we do in town. A short life and a merry one, I say.

4. *A dialogue between two boys discussing their hobbies.*

George.—I am in luck, Will. My uncle has just sent me a letter from Japan, where he is on business, with some Japanese stamps. He knows I collect them, and often sends me foreign stamps from the places he visits. I am so glad because I had no Japanese stamps before.

Will.—They look rather nice. Are you going to paste them in your album ?

George.—Yes, here it is. I have got quite a nice collection now.

Will.—What a lot! French, Italian, Dutch, German, American, Turkish. You seem to have some from almost every country.

George.—Oh! there are a lot I have not got yet. And some rare ones are very expensive, and cost pounds of money.

Will.—But what is the use of collecting stamps ?

George.—Oh! Well, it's a hobby. And it teaches you some geography ; and sometimes it brings money.

Will.—How is that ?

George.—Why, a really good collection sometimes sells for hundreds of pounds. Why don't you go in for stamp-collecting ?

Will.—I like something more active. My hobby is collecting ferns and wild flowers. And to get these you have to go long country walks, and explore the woods, and climb the hills. It is quite an adventure when you find a rare plant or fern in some wild place.

George.—But what do you do with them when you get them ?

Will.—I press them, and then mount them neatly on sheets of paper, and name them. I have got quite a nice collection.

George.—How do you press them ?

Will.—I lay the fern or plant between sheets of blotting-paper, and put them in a press, or under a board with heavy weights. You have to change the blotting-paper every day, and in about a week the plant is dried and pressed, and will last like that for years.

George.—And what is the good of your hobby ?

Will.—Well, it teaches me a lot of botany ; and takes me into beautiful country ; and does me good physically, because it means exercise in the open air.

5. *A dialogue between a master and a pupil on public speaking.*

Master.—Well, Ram Narain, I hear you are taking part in the speaking competition.

Pupil.—Yes, Sir ; and I came to ask you to give me some hints on the art of public speaking.

Master.—With pleasure, Ram Narain. Have you prepared your speech ?

Pupil.—Yes, Sir ; and now I am learning it by heart.

Master.—Oh! but that is a great mistake. Always carefully prepare what you want to say, but never try to learn it off by heart.

Pupil.—But why, Sir ?

Master.—Because when you are speaking, you should watch your audience to see whether they are following what you say. You can see by their faces whether they understand and are interested ; and if they are not, you can often win their attention by adding, or emphasizing, or changing something. But if your speech is learnt by heart, you can't alter it.

Pupil.—But it seems so much easier to learn it.

Master.—It is not so in the end. Memorising is a great strain. Also, if you forget one sentence, you may break down altogether.

Pupil.—Well, I might manage if I could have my notes with me when I speak.

Master.—At first you may take a short note of the outline, or main points, of your speech, lest you should forget a point ; but when you get used to speaking in public, it is best to do without notes altogether.

Pupil.—But if I don't use notes, and must not learn my speeches off by heart, how can I remember what to say ?

Master.—You must prepare carefully, and think out what you want to say ; and learn the main points, or outline, of your speech. Then, when you get up to speak, you will find that the words will come.

Pupil.—But I feel so nervous when I have to speak.

Master.—That is natural, especially at first. But as you get used to speaking in public, you will overcome that. Even practised speakers often feel very nervous before they begin to speak ; but when they get on to their feet, they forget all about it.

Pupil.—When I am nervous, I think I speak too fast.

Master.—Well, you must practise speaking slowly and distinctly. And don't shout—it strains your voice and prevents people hearing you ; and don't speak too low. Speak naturally, so that all can hear.

Pupil.—Thank you, Sir, for your hints. I will try to follow them.

6. *A dialogue on the choice of a profession—law or medicine.*

Jai Dyal.—Thank goodness! our examinations are over at last.

Sain Das.—What a relief! I hope I shall pass; for I have just got a letter from my father promising to send me to the Medical College if I get through the F. Sc.

Jai Dyal.—Oh! are you going to be a doctor?

Sain Das.—Yes; and I am very glad. My father is a doctor, you know, and I have always wanted to be one too. It seems a very interesting profession. What are you going to do?

Jai Dyal.—My ambition is to be a lawyer; and when I have got my B. A., I am to go to the Law College to study for my LL. B.

Sain Das.—Law! That never had any attractions for me. Why do you want to be a lawyer?

Jai Dyal.—Well, it is a very respectable profession. One can be a gentleman, and hold a good position, any way.

Sain Das.—So can a doctor. The medical profession is just as respectable as the legal.

Jai Dyal.—Oh! yes, of course. But I think a lawyer can make more money than a doctor.

Sain Das.—I am not so sure of that. A few lawyers who get to be leaders of the bar, of course, do make fortunes. But what about the crowd of pleaders and even barristers who can scarcely make a living? The law is terribly overcrowded.

Jai Dyal.—Oh! well, there is always plenty of room at the top, you know.

Sain Das.—What I like about the medical profession, apart from its scientific interest, is that the work is so humanitarian. A doctor is always doing good to his fellows—relieving suffering, curing diseases, restoring health, and so making folk happy. This makes a doctor's life a sort of social service.

Jai Dyal.—Well, a lawyer is doing good work too. He is helping to detect and prevent crime, defending the innocent from false charges, and helping people in distress.

Sain Das.—Yes; but a lawyer's life is full of temptations. He is tempted to defend criminals for big fees, and to get them off from just punishment. I don't see how a lawyer can help being a liar, too!

Jai Dyal.—Now you are joking. It is as possible for a lawyer to be an honest man as it is for a doctor to be a rogue.

Exercise 176. *Compose imaginary conversations on the following subjects :—*

1. Between a father and his son on thrift.

(*Hints.*—The son has been wasting his allowance extravagantly and got into debt ; his father rebukes him, and warns him of the danger of extravagance, telling him how to spend economically and save for his old age.)

2. Between a temperance advocate and a young man on the evils of intemperance.

(*Hints.*—The young man sees no harm in drinking ; argues it is a jolly social custom, makes him lively and happy, drowns care, revives him when tired, is a manly habit, etc. The temperance man warns him against danger of becoming a drunkard ; the terrible power of the drink-craving ; argues alcoholic drink is a slow poison, and damages health ; appeals to him to set an example to others by signing the pledge, etc.)

3. Between a soldier and a shopkeeper on the merits of their respective occupations.

(*Hints.*—The soldier argues that his is a noble profession ; superior to civilian in rank ; calls for courage and manly qualities ; he is the defender of his country ; whereas a tradesman's job is mean and despised ; no job for a man, etc. The shopkeeper argues that the soldier produces nothing ; he simply destroys ; it is a butcher's job ; food for powder, etc. : whereas the tradesman is a useful member of society, who is doing a public service ; can become rich, while a soldier must always be poor, etc. The dignity of labour.)

4. Between a huntsman and a gardener on their respective pursuits.

(*Hints.*—The huntsman defends his sport as manly, exciting, and needing courage ; tries to show he benefits others by killing pests like tigers and bears ; says gardening is a tame and effeminate hobby. The gardener argues hunting is a cruel sport ; it means killing and torturing many of God's innocent creatures ; purely destructive. Whereas he is productive ; making two blades of grass grow where only one grew before ; making the world more beautiful. The refining effect of gardening.)

Exercise 177. *Write a short imaginary conversation :—*

1. Between the driver of a horse-carriage and the driver of a motor-car.
2. Between a horse and an ass.
3. Between a cage-bird and a crow.
4. Between a pen and a pencil.
5. Between a pet-dog and a pariah-dog.
6. Between a motor-car and a trap-horse.
7. Between an aeroplane and a railway-train.
8. Between a fountain-pen and a lead pencil.

9. Between an oil-lamp and an electric-lamp.
10. Between a spider and a fly.
11. Between Cinderella and her two sisters just before the ball.

Exercise 178. *Write in the form of a dialogue—*

1. The fable of "The Lion and the Mouse."
2. The fable of "The Country Mouse and the Town Mouse."
3. The fable of "The Blind Man and the Lame Man."
4. The fable of "The Dog in the Manger."
5. The fable of "The Ant and the Grasshopper."
6. The fable of "The Wolf and the Lamb."

Exercise 179. *Write a short dialogue—*

1. Between two friends about dreams.
2. Between a miser and a spendthrift.
3. Between a railway-guard and an engine-driver.
4. Between two class-fellows about the visit of the Inspector.
5. Between two boys discussing their hobbies.
6. Between a credulous man and an impostor.
7. Between two friends on a topic of common interest.
8. Between two friends — the one a believer, and the other a disbeliever, in ghost stories.
9. Between two boys about the approaching examination.
10. Between two class-fellows on a poem they have read in the class.
11. Between a hypochondriac and his friend.
12. Between two boys who have just come out of the Examination Hall.
13. Between two friends who have lost their way in a jungle.
14. Between two friends discussing holiday plans.
15. Between two friends about their neighbours.
16. Between two boys caught in a shower on their way from school. One looks on the bright side of matters, and the other on the dark side.
17. Between two friends on life in flats.
18. Between two friends discussing the "theatre-manners" of late-comers, who mar the pleasure of the audience.

Exercise 180. *Write short dialogues on the following :—*

1. The use and abuse of athletics.
2. The advantages and disadvantages of solitude.
3. The uses and abuses of advertisement.
4. The advantages and disadvantages of cheap literature.
5. The pleasures and perils of speed.
6. The advantages and disadvantages of life in a school hostel.
7. The advantages and disadvantages of life in a great city.
8. The influence of the Cinema.

Exercise 181. *Discuss in the form of a dialogue the pros and cons of each of the following subjects :—*

1. Prohibition.
2. Alms-giving.
3. Corporal punishment.
4. The caste system.
5. Luck.
6. The League of Nations.
7. Lotteries.
8. Hand-industries.
9. Asceticism.
10. Geography as a class-subject.

Exercise 182. *Discuss each of the following subjects in the form of a dialogue :—*

1. Is luxury an evil ?
2. Is poverty a handicap ?
3. What should be the medium of education in our school — English or the vernaculars ?
4. Ought every boy to become a Scout ?
5. Which is worse — flood or fire ?
6. What should we use in a big town — well-water or tap-water ?
7. Which is better — hockey or cricket ?
8. War — is it necessary ?
9. Which is better — to wear out or to rust out ?
10. Should Hygiene be made a compulsory school-subject ?

Exercise 183. *Finish the following conversations :—*

Krishna.—Hurrah! only ten days to the holidays!

Rama.—I know. I have been counting the days. I am just sick of school.

Krishna.—So am I. What are you going to do with yourself in the holidays ?

Patient.—Good morning, doctor! Can you spare me a few minutes ?

Doctor.—Certainly! Come in and sit down. Now, what is the matter with you ?

Abdul.—What is that roaring noise ? It sounds like a train.

Kabali.—More likely an aeroplane. Yes! Up there! Six of them.

Bepin.—Oh, yes! They seem to be a great height up.

Feroz Din.—Well, Abdul Latif, only three weeks more to the Matriculation examination.

Abdul Latif.—Yes, it is coming very near now. I wish it were all over.

F. D.—So do I! And then, no more school.

A. L.—Hurrah! What are you going to do when you leave school, Feroz Din ?

Father.—I am sorry to hear you have failed in the Examination, Hari.

Hari.—So am I, father; it was just my bad luck. Look at Govind — lucky fellow! He passed in the second division.

F.—So you think it is all a matter of good luck and bad luck?

Rashid.—Here is a puzzle for you, Ghulam: which would you rather be — a sick millionaire or a healthy beggar?

Ghulam.—Well, that wants some thinking over. I suppose you mean, which is more important for our happiness — health or wealth?

Bepin.—So you object to corporal punishment in schools?

Romesh.—Yes, I do. I think it ought to be abolished.

Bepin.—But why?

CHAPTER XXXIX.

PARAPHRASING.

The word "paraphrase" (from the Greek, meaning literally "equivalent sentence") is defined as "re-statement of the sense of a passage in other words." It is "the reproduction in one's own natural idiom or style of the full sense of a passage written in another idiom or style."

I. USES OF PARAPHRASING.

Someone has said, with a sneer, that paraphrase "usually takes the form of converting good English into bad." But this need not be so; and if in any case it is so, then the paraphrase in question is a bad paraphrase. It should be the aim of the pupil to improve his English by the practice of paraphrasing, and of the teacher to see that the English in which his pupil's paraphrases are written is good English.

Paraphrasing has two important uses:—

(*a*) *As an Exercise in Composition.* (*i*) It is, first, a good test of a pupil's ability to understand what he reads; and is, therefore, an excellent method of training the mind to concentrate on what one reads, and so to *read intelligently.* For it is impossible to paraphrase any passage without a firm grasp of its meaning.

(*ii*) It is, secondly, a fine training in the art of *expressing*, what one wants to say, simply, clearly and directly. Incidentally, it gives valuable practice in grammatical and idiomatic composition.

A man who has once acquired the art of *intelligent reading* and of *lucid expression*, has received no mean measure of education.

(*b*) A second use of paraphrase is that it forms a valuable method of *explanation*. Indeed, it is often the best way of explaining an involved or ornate passage of prose, or of an obscure piece of poetry. So annotators of poems often make use of it. For example, take the note in Palgrave's "Golden Treasury" (Oxford University Press) on this verse from Browning's "Rabbi Ben Ezra":—

Enough now, if the Right
And Good and Infinite
Be named here, as thou callest thy hand thine own,
With knowledge absolute,
Subject to no dispute
From fools that crowded youth, nor let thee feel alone.

Note:—"It is enough if in age we can get as absolute a knowledge of Right and Wrong, Good and Evil, the Changing and the Eternal, as we have of our own hands."

II. CHARACTERISTICS OF A GOOD PARAPHRASE.

1. TRANSLATION.—Paraphrasing is really a species of *translation*; for though a paraphrase is not a translation from one tongue into another (as from Urdu or Tamil into English), it is a translation of one man's words into the words of another in the same language. And as a translation must be accurate and explanatory to be of any value, so a paraphrase must faithfully reproduce and interpret the thought of the original passage.

A passage written in a very terse or compressed style has to be expanded in translation. For instance, this saying from Bacon's "Essays":—

Prosperity doth best discover vice, but Adversity doth best discover virtue.

Paraphrase.—When a man is prosperous, there is more chance of his bad qualities coming to light; but when he is unfortunate or in trouble, his good qualities are more likely to show themselves.

A verbose passage needs compression in translation. Here is a humorous illustration given by Ruskin in a lecture at Oxford. He said that, whereas in his youth he might have informed a man that his house was on fire in the following way—"Sir, the abode in which you probably passed the delightful days of your youth is in danger of inflammation," then, being older and wiser, he would say simply, "Sir, your house is on fire."

In the following passage by Sydney Smith, the long words and humorously ornate style need translating into simple language:—

Whoever had the good fortune to see Dr. Parr's wig, must have observed that, while it trespasses a little on the orthodox magnitude of perukes in the anterior parts, it scorns even episcopal limits behind, and swells out into a boundless convexity of frizz.

Paraphrase.—All who have seen Dr. Parr's wig must have been struck with its enormous size. Even in front it is larger than the usual style of wig; but behind it is fuller even than the wigs worn by bishops, and swells out into a gigantic round of curls.

2. Fulness.—Paraphrasing differs from summarising or précis-writing, inasmuch as a paraphrase must reproduce, not only the substance or general meaning, but also the details, of a passage. Nothing in the original may be left unrepresented in the paraphrase. It is, therefore, a *full reproduction*. The difference between a summary and a paraphrase may be illustrated by giving both of the following verse:—

The glories of our blood and state
  Are shadows, not substantial things;
There is no armour against fate;
  Death lays his icy hand on kings;
    Sceptre and Crown
    Must tumble down,
And in the dust be equal made
With the poor crookéd scythe and spade.

Summary.—High birth and rank are nothing; for in death, which claims all, peasants are equal with kings.

Paraphrase.—Nobility of birth and exalted rank, of which men so proudly boast, are mere illusions and quickly pass

away. They cannot protect their proud possessors from the common fate of all mankind — death. Even kings, like the meanest of their subjects, must die; and in the grave the poor peasant is equal with the haughty monarch.

While nothing in the original is to be unrepresented in the paraphrase, nothing is to be added to it. To insert ideas or illustrations of your own is not allowed. The paraphrase must be "the truth, the whole truth, and nothing but the truth."

There is no rule for the length of a paraphrase as compared with the length of the original passage; but, as in paraphrasing we have frequently to expand concise sentences to make their meaning clear, a paraphrase is usually as long as, and is often longer than, the original. In the above example, for instance, the verse has 45 words, the summary 17, but the paraphrase has 56.

3. Wholeness.—In paraphrasing, the passage to be paraphrased must be treated *as a whole.* The practice of taking the original line by line, or sentence by sentence, and simply turning these into different words, is not paraphrasing at all. Until the passage is grasped as a whole, no attempt should be made to paraphrase it. What we have to try to do is to get behind the words to the idea in the author's mind which begot them. This is not an easy task, and calls for imagination and concentration of thought; but unless we can do it, we shall never produce a good paraphrase.

Suppose, for example, you are asked to paraphrase this sonnet:—

Much have I travelled in the realms of gold,
 And many goodly states and kingdoms seen;
 Round many western islands have I been
Which bards in fealty to Apollo hold.

Oft of one wide expanse had I been told
 That deep-browed Homer ruled as his demesne;
 Yet did I never breathe its pure serene
Till I heard Chapman speak out loud and bold;

—Then felt I like some watcher of the skies
 When a new planet swims into his ken;
Or like stout Cortez, when with eagle eyes

He stared at the Pacific — and all his men
 Looked at each other with a wild surmise—
Silent, upon a peak in Darien.

J. Keats

The mechanical line by line method of paraphrasing is of no use here. Before any satisfactory paraphrase can be produced, *the central meaning of the whole* must be grasped. What is it? Well, it may be expressed thus:—

> Keats had read widely in English literature, especially poetry, but he knew nothing of the poetic literature of ancient Greece until he read Chapman's translation of Homer's *Iliad*. This was a revelation to him; and as he read, he felt all the wonder and joy felt by an astronomer when he discovers a new star, or an explorer when he discovers an unknown ocean.

This, of course, is not paraphrase, but summary; but it expresses what you have to grasp before you can even begin to paraphrase the sonnet, and it represents what you have to reproduce in your paraphrase.

4. A Complete Piece of Prose.—Lastly, a good paraphrase is so well constructed and written that it will read as an independent and complete composition in idiomatic English. It should in itself be perfectly clear and intelligible, without any reference to the original passage. A paraphrase should be a piece of good prose that anyone would understand and read with pleasure, even if he had never seen the original upon which it is based.

(*Note.*—Explanatory notes, either attached to, or inserted in the body of, the paraphrase, must *never* be resorted to. All the explanation required must be in the paraphrase itself. The insertion of explanatory notes is a confession of failure in paraphrasing.)

To be successful in paraphrasing, it is necessary to keep these four points always in mind; for, if they are forgotten, the mere changing of the words and constructions of a passage will never make a real paraphrase. If your paraphrase is not a faithful translation of the original passage into your own words; if it does not reproduce all the details, omitting nothing; if it does not reproduce the passage as a whole; and if it is not a self-contained composition, intelligible without reference to the original—then, your paraphrase is a failure.

III. THE PARAPHRASE OF POETRY.

There are some special points in the paraphrasing of poetry that may be explained separately.

One thing must be made clear to start with, and that is that, as poetry in one language can never be translated into another without loosing much, if not all, of its charm, so poetry can never be *translated* into prose. It is impossible to give in prose the same *impression* as is conveyed by a poem. The reason for this is that the matter and the form, the spirit and the letter, the soul and the body, of a poem are so inextricably intermingled that you cannot change the form without losing the spirit — that is, the poetry itself. The rhythm and the verbal music, in which lies much of the magic of poetry, must be lost. Even the finest prose paraphrase of a poem is not, and can never be, a poem. All that a paraphrase can convey is the *meaning* of a poem. Nevertheless, the paraphrasing of poetry is a useful exercise in composition, and may often be a valuable help in interpreting the meaning of poems.

The peculiar difficulty of paraphrasing poetry lies in the difference between the language of verse and prose.

(*a*) *Difference in words.*—Poets often use archaic or unusual words, that are no longer in use in colloquial speech, and which are not generally found in prose writing. Examples:—*brand*, for sword; *carol*, for song; *a cot*, for a cottage; *argosy*, for merchant-ship; *ere*, for before; *o'er*, for over; of *yore*, for in the past; I *ween*, for I think; *oft-times*, for often; I *trow*, for I am of opinion; *aught*, for anything; *anent*, for about; *chide*, for scold; *save*, for except; *forefathers*, for ancestors; *perchance*, *belike* and *haply*, for perhaps; *albeit*, for although; *damsel*, for girl; *dame*, for lady; *sire*, for father; *quoth*, for said; *withal*, in addition; *to boot*, as well; *well-nigh*, almost — and many more. Modern poets generally avoid such words, but they are frequent in older poetry. In paraphrasing, modern equivalents should always be substituted for such words.

(*b*) *Difference in the order of words.*—Inversion, *i. e.*, any change in the normal grammatical order of words in a sentence — subject, verb, object — is much more common in poetry than in prose.

For example:—

"Mine be a cot beside a hill;"

instead of,—May a cot beside a hill be mine.

"A barking sound the shepherd hears;"

instead of,—The shepherd hears a barking sound.

"Not, Celia, that I juster am
Or better than the rest;"

instead of,—Not that I am juster, etc.

[*Note.*—This getting rid of inversion is the chief thing we have to do in giving the *prose order* of a verse. In "prose order" exercises we retain all the words of the original, simply rearranging them in the usual grammatical sequence. Words may be added here and there to complete the grammatical construction where necessary. These should be put in brackets. Of course this is not paraphrasing. For example, take this verse:—

"On Linden, when the sun was low,
All bloodless lay the untrodden snow;
And dark as winter was the flow
Of Iser, rolling rapidly."

There is an inversion in each sentence. Change these, and the prose order will be:—

The untrodden snow lay all bloodless on Linden when the sun was low, and the flow of (the) rapidly rolling Iser was (as) dark as winter.]

(c) *Flowery and ornamental language.*—Such language, frequent in verse, should be simplified in prose. For example:—

"Now the golden morn aloft
Waves her dew-bespangled wing,
With vermeil cheek and whisper soft
She woos the tardy Spring."

(d) *Rhythm and Rhyme*, so characteristic of verse, have no place in prose, and must be avoided in paraphrasing.

IV. SPECIAL HINTS.

(a) *Direct and Indirect Speech.*—A paraphrase may be written in either; but (unless indirect speech is definitely required) it is better to use direct speech, for indirect speech (especially for Indian students writing in English) is full of traps for the unwary.

(b) *Metaphors.*—The best way to deal with metaphors, is to resolve them into similes. For example—

"Silently, one by one, in the infinite *meadows* of Heaven,
Blossomed the lovely stars, the *forget-me-nots* of the angels."

This might be paraphrased thus—

The stars came out one by one silently in the vast sky, like forget-me-nots flowering in the fields.

In some cases the metaphor may be dropped altogether, and the literal meaning given instead. For instance, the first line of Keats' sonnet (see above, p. 614), "Much have I travelled in the realms of gold," may be rendered,—I have read widely in classical literature.

(c) *Abstract used for concrete.*—When the abstract is used for the concrete, the concrete should be restored. For example, "Let not ambition mock their useful toil," should become,—Ambitious men should not despise the useful labour of poor peasants.

(d) *Rhetorical questions.*—These should be changed into direct affirmations or negations. For example, "Are we not better armed than our foes?" should become,—We are better armed than our enemies; and, "Is thy servant a dog that he should do this thing?" may be paraphrased,—I am not so contemptible a creature as to commit such a crime.

(e) *Exclamations.*—These should be turned into simple statements. For example, "O for a lodge in some vast wilderness!" can be paraphrased,—I wish I had a secluded refuge remote from human society.

(f) *Apostrophe.*—In paraphrasing poems addressed in the second person, it is better to use the plural *you* than the singular *thou*, partly because *thou* is not used in ordinary prose, and partly because the construction of verbs in the second person plural is simpler. But whichever is adopted, must be kept to consistently throughout. It is a very bad form to begin with *thou* and later drop into *you*. Such passages may be rendered in the third person also; for instance, the first line of Matthew Arnold's sonnet, *Shakespeare*, "Others abide our question — Thou art free!" may be rendered, — We can freely criticise other authors, but Shakespeare is beyond our criticism.

V. METHOD OF PROCEDURE.

1. Because *no one can paraphrase a passage which he does not understand*, first *read the passage* slowly and carefully until you feel you have firmly grasped its *general meaning*. If one reading does not make this clear, read it again and yet again, and study it until you thoroughly understand it. This first step is all important. (It is a good thing to write down at this stage a brief summary, concisely expressing the gist or main theme of the passage.)

2. Next, read the passage again *with a view to its details*. Note all uncommon or difficult words, and all idioms and unusual grammatical constructions, metaphors and figures of speech, remembering that you are to express, not only the substance, but also all the details, of the passage in your own way.

3. Now, keeping clearly in mind the main purport of the passage, prepare to reproduce the passage in your own words, in simple and direct English, not leaving anything in the original unrepresented in your paraphrase.

4. Treat the passage *as a whole*. Do not work word by word, or line by line ; but from the beginning keep the end in view.

5. You may rearrange the order of sentences, and even of the whole passage, if this will make the meaning clear.

6. Break up a long sentence into several short ones, or combine several short sentences into one long, if by so doing you can make the whole more easily understood.

7. Do not change words simply for the sake of change. No word can ever *precisely* take the place of another ; and when a word in the original is perfectly simple in meaning and the best word in that place, it is a mistake to alter it. But all words and phrases that are at all archaic, obscure, technical, or uncommon should be changed into suitable synonyms. (N. B.—Never substitute a difficult or unusual word for a simple and familiar word ; *e. g.* do not put "ratiocination" for "argument.")

8. Explanatory notes are altogether out of place in a paraphrase, and their presence is a confession of failure in paraphrasing. All explanations of difficulties must be intrinsic parts of the paraphrase itself. If any sentence in the paraphrase requires a note to explain it, you must rewrite the sentence until it explains itself.

9. A common fault in using indirect speech is the constant repetition of the "saying verb"—*e. g.* 'The poet says that'—'The poet further says'—'The poet again remarks that,' and so on. The "verb of saying," if used at all, should come once, at the beginning, and not again.

10. Write out a rough draft of your paraphrase first. (You may have to write several drafts before you get the paraphrase to your satisfaction.) Revise this carefully, comparing it with the original to see that you have omitted nothing, over- (or under-) emphasised nothing, nor imitated the original too closely. Correct any mistakes in spelling, punctuation, grammar or idiom. Read it *aloud* (for the ear sometimes can detect a blemish which the eye overlooks) to hear if it reads well as a piece of good English.

11. If, after taking pains, you feel the paraphrase is as good as you can make it, finally write out the fair copy neatly and legibly.

SPECIMENS.

— 1 —

Breathes there the man, with soul so dead,
Who never to himself hath said,
    This is my own, my native land!
Whose heart hath ne'er within him burn'd,
As home his footsteps he hath turn'd,
    From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no Minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonour'd, and unsung.

—SCOTT

PARAPHRASE.

It is difficult to believe that any man can be so spiritually dead as to have no love for his fatherland, and to feel no thrill of pride and pleasure when he returns to his native country after travelling in foreign lands. But if such an unpatriotic person does exist, take careful note of his career; and you will find that he will never inspire poets to celebrate him in deathless song. He may be a man of high rank, of noble family and of riches beyond the dreams of avarice; but these great advantages will not save him from oblivion. In spite of them all, he will win no fame during his lifetime; and when he dies, he will die in a double sense. His body will return to the dust whence it came, and his name will be forgotten. None will weep for him, none will honour him, and no poet will keep his name alive in immortal poetry.

— 2 —

Heaven from all creatures hides the book of fate,
All but the page prescribed, their present state:
From brutes what men, from men what spirits know;
Or who could suffer being here below?
The lamb thy riot dooms to bleed to-day,
Had he thy reason, would he skip and play?
Pleas'd to the last, he crops the flow'ry food,
And licks the hand just rais'd to shed his blood.
Oh, blindness to the future! kindly giv'n,
That each may fill the circle mark'd by Heav'n,
Who sees with equal eyes, as God of all,
A hero perish, or a sparrow fall.

—POPE

PARAPHRASE.

It would be impossible for us to continue living in this world if each of us knew exactly what fate had in store for him. So God in His mercy conceals the future from all His creatures, and reveals only the present. He hides from the animals what men know, and He hides from men what the angels know. For example, if a lamb had reason like a man, it could not gambol happily, knowing it was destined to be killed for human food. But, being quite ignorant of its fate, it is happy to the last minute of its short life, contentedly grazing in the flowery meadow, and even in its innocence licks the hand of the butcher who is about to slaughter it. What a blessing it is that we are ignorant of the future! God, to Whom the death of a sparrow is of equal importance with the death of a hero, has in His mercy thus limited our knowledge, so that we might fulfil our duty in the sphere to which He has appointed us.

— 3 —

Perseverance is the very hinge of all virtues. On looking over the world, the cause of nine-tenths of the lamentable

failures which occur in men's undertakings, and darken and degrade so much of their history, lies not in the want of talents, or the will to use them, but in the vacillating and desultory mode of using them, in flying from object to object, in starting away at each little disgust, and thus applying the force which might conquer any one difficulty to a series of difficulties, so large that no human force can conquer them. The smallest brook on earth, by continuing to run, has hollowed out for itself a considerable valley to flow in. Commend me therefore to the virtue of perseverance. Without it all the rest are little better than fairy gold, which glitters in your purse, but when taken to market proves to be slate or cinders.

—CARLYLE

PARAPHRASE.

All the virtues depend on the one virtue of perseverance. It is lack of perseverance, not lack of ability, that is the cause of most of the sad failures that stain the history of mankind. It is because men do not persevere in overcoming one difficulty at a time, that they fail. Instead of sticking to one aim in life until it is realized, they hesitate, get discouraged at every small rebuff, change from one aim to another, and so create for themselves such a series of difficulties as can never be overcome by human power. Hence they fail to accomplish anything. Even a small stream will carve out for itself a deep and wide channel simply by constantly flowing. Without perseverance, all the other virtues are like the deceitful fairy gold of the fairy-tales, which turns to worthless stones when you try to use it as money in the shops.

Exercise 184. *Paraphrase the following*:—

1. Some murmur, when their sky is clear
  And wholly bright to view,
If one small speck of dark appear
  In their great heaven of blue:
And some with thankful love are filled,
  If but one streak of light,
One ray of God's good mercy, gild
  The darkness of their night.

—TRENCH

2. Lives of great men all remind us
  We can make our lives sublime,
And, departing, leave behind us,
  Footprints on the sands of time;
Footprints, that perhaps another,
  Sailing o'er life's solemn main,
A forlorn and shipwreck'd brother,
  Seeing, shall take heart again.

—LONGFELLOW

3. More things are wrought by prayer
Than this world dreams of. Wherefore, let thy voice
Rise like a fountain for me night and day.
For what are men better than sheep or goats
That nourish a blind life within the brain,
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friends!
—TENNYSON

4. In such a world; so thorny, and where none
Finds happiness unblighted: or, if found,
Without some thistly sorrow at its side;
It seems the part of wisdom, and no sin
Against the law of love, to measure lots
With less distinguish'd than ourselves, that thus
We may with patience bear our moderate ills,
And sympathize with others suffering more.
—COWPER

5. Children we are all
Of one great Father, in whatever clime
Nature or chance hath cast the seeds of life—
All tongues, all colours: neither after death
Shall we be sorted into languages
And tints, white, black, and tawny, Greek and Goth,
Northmen, and offspring of hot Africa;
The All-Father, He in Whom we live and move,
He, the indifferent Judge of all, regards
Nations, and hues, and dialects alike;
According to their works shall they be judged,
When even-handed Justice in the scale
Their good and evil weighs.
—SOUTHEY

6. Beside yon straggling fence that skirts the way,
With blossom'd furze unprofitably gay,
There, in his noisy mansion, skill'd to rule,
The village master taught his little school;
A man severe he was, and stern to view,—
I knew him well, and every truant knew,
Well had the boding tremblers learn'd to trace
The day's disasters in his morning face;
Full well they laugh'd with counterfeited glee,
At all his jokes,—for many a joke had he;
Full well the busy whisper, circling round,
Convey'd the dismal tidings when he frown'd;
Yet he was kind; or, if severe in aught,
The love he bore to learning was in fault.
—GOLDSMITH

7. Hark! 'tis the twanging horn. O'er yonder bridge,
That with its wearisome but needful length
Bestrides the wintry flood, in which the moon
Sees her unwrinkled face reflected bright,
He comes, the herald of a noisy world,
With spattered boots, strapped waist and frozen locks,
News from all nations lumbering at his back.
True to his charge, the close-packed load behind,
Yet careless what he brings, his one concern
Is to conduct it to the destined inn,
And, having dropped the expected bag, pass on.
He whistles as he goes, light-hearted wretch,
Cold and yet cheerful: messenger of grief
Perhaps to thousands and of joy to some,
To him indifferent whether grief or joy.

—COWPER

8. Be it a weakness, it deserves some praise,
We love the play-place of our early days.
The scene is touching and the heart is stone
That feels not at the sight, and feels at none;
The wall on which we tried our graving skill,
The very name we carved subsisting still,
The bench on which we sat while deep-employed,
Though mangled, hacked, and hewed, not yet destroyed;
The little ones, unbuttoned, glowing hot,
Playing our games, and on the very spot;
The pleasing spectacle at once excites
Such recollection of our own delights,
That viewing it, we seem almost to obtain
Our innocent sweet simple years again.

—COWPER

9. Since trifles make the sum of human things,
And half our misery from our foibles springs;
Since life's best joys consist in peace and ease,
And few can save or serve, but all may please;
Oh! let th' ungentle spirit learn from hence,
A small unkindness is a great offence.
Large bounties to restore, we wish in vain,
But all may shun the guilt of giving pain.
To bless mankind with tides of flowing wealth,
With power to grace them, or to crown with health,
Our little lot denies. but heaven decrees
To all the gift of minist'ring ease;
The mild forbearance at another's fault;
The taunting word, suppress'd as soon as thought;
On these Heaven bade the bliss of life depend,
And crush'd ill fortune when it made a friend.

—HANNAH MORE

10. Now came still Evening on, and Twilight grey
Had in her sober livery all things clad.
Silence accompanied — for beast and bird,
They to their grassy couch, these to their nests,
Were slunk — all but the wakeful nightingale;
She all night long her amorous descant sung.
Silence was pleased. Now glow'd the firmament
With living sapphires. Hesperus, that led
The starry host, rode brightest, till the moon,
Rising in clouded majesty at length,
Apparent queen, unveil'd her peerless light,
And o'er the dark her silver mantle threw.

—MILTON

11. These few precepts in thy memory
See thou character. Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar, but by no means vulgar.
Those friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel;
But do not dull thy palm with entertainment
Of each new-hatched, unfledged comrade. Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.
Give every man thy ear, but few thy voice.
Take each man's censure, but reserve thy judgment.
Costly thy habit as thy purse can buy,
But not expressed in fancy; rich, not gaudy;
For the apparel often proclaims the man.
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.

—SHAKESPEARE

12. If misery be the effect of virtue, it ought to be reverenced; if of ill-fortune, to be pitied; and if of vice, not to be insulted; because it is, perhaps, itself a punishment adequate to the crime by which it was produced; and the humanity of that man can deserve no panegyric who is capable of reproaching a criminal in the hands of the executioner.

—JOHNSON

13. We are all short-sighted, and very often see but one side of a matter; our views are not extended to all that has a connection with it. From this defect I think no man is free. We see but in part, and we know but in part, and therefore it is no wonder we conclude not right from our partial views. This might instruct the proudest esteemer of his own parts how

useful it is to talk and consult with others, even such as come short of him in capacity, quickness, and penetration; for since no one sees all, and we generally have different prospects of the same thing, according to our different, as I may say, positions to it, it is not incongruous to think, nor beneath any man to try, whether another man may not have notions of things which have escaped him, and which his reason would make use of if they came into his mind.

—LOCKE

14. All the performances of human art, at which we look with praise or wonder, are instances of the resistless force of perseverance; it is by this that the quarry becomes a pyramid, and that distant countries are united by canals. If a man was to compare the effect of a single stroke of a pickaxe, or of one impression of the spade, with the general design and last result, he would be overwhelmed by the sense of their disproportion; yet those petty operations, incessantly continued, in time surmount the greatest difficulties, and mountains are levelled, and oceans bounded, by the slender force of human beings.

—JOHNSON

15. The proverbial oracles of our parsimonious ancestors have informed us that the fatal waste of fortune is by small expenses, by the profusion of sums too little singly to alarm our caution, and which we never suffer ourselves to consider together. Of the same kind is prodigality of life; he that hopes to look back hereafter with satisfaction upon past years must learn to know the present value of single minutes, and endeavour to let no particle of time fall useless to the ground. An Italian philosopher expressed in his motto that time was his estate; an estate, indeed, that will produce nothing without cultivation, but will always abundantly repay the labours of industry, and satisfy the most extensive desires, if no part of it be suffered to lie waste by negligence, to be overrun by noxious plants, or laid out for show rather than for use.

—JOHNSON

16. Mr. Hampden was a gentleman of a good extraction and a fair fortune, who from a life of great pleasure and license had on a sudden retired to extraordinary sobriety and strictness, and yet retained his usual cheerfulness and affability; which, together with the opinion of his wisdom and justice and the courage he had shewed in opposing the ship-money, raised his reputation to a very great height, not only in Buckinghamshire where he lived, but generally throughout the kingdom. He was not a man of many words, and rarely began

the discourse, or made the first entrance upon any business that was assumed; but a very weighty speaker, and after he had heard a full debate, and observed how the House was like to be inclined, took up the argument, and shortly and clearly and craftily so stated it that he commonly conducted it to the conclusion he desired; and if he found he could not do that, he was never without the dexterity to divert the debate to another time and to prevent the determining anything in the negative which might prove inconvenient in the future.

—CLARENDON

PART IV

CHAPTER XL.

THE FORMATION OF WORDS.

1. Such words as are not derived or compounded or developed from other words are called **Primary Words.** They belong to the original stock of words in the language.

From these primary or simple words are formed other words. They are of three kinds:—

(i) **Compound Words,** formed by joining two or more simple words; as,

Moonlight, nevertheless, undertake, man-of-war.

(ii) **Primary Derivatives,** formed by making some change in the body of the simple word; as,

Bond from *bind, breach* from *break, wrong* from *wring.*

Note.—The most important class of words formed by internal change consists of the Past Tenses of Primary Verbs, which are not usually classed as Derivatives.

(iii) **Secondary Derivatives,** formed by *an addition* to the beginning or the end; as,

*Un*happy; good*ness.*

An addition to the *beginning* of a word is a **Prefix;** an addition to the *end* is a **Suffix.**

(I) COMPOUND WORDS.

2. Compound words are, for the most part, Nouns, Adjectives and Verbs.

3. Compound Nouns may be formed from:—

(1) Noun+Noun; as,

Moonlight, chess-board, armchair, postman, railway, airman, manservant, fire-escape, jailbird, horse-power, shoemaker, ringleader, screwdriver, tax-payer, teaspoon, haystack, windmill.

(2) Adjective+Noun; as,

Sweetheart, nobleman, shorthand, black-board, quicksilver, stronghold, halfpenny.

(3) Verb+Noun ; as,
Spendthrift, makeshift, breakfast, telltale, pickpocket, cut-throat, cutpurse, daredevil, scarecrow, hangman.

(4) Gerund+Noun ; as,
Drawing-room, writing-desk, looking-glass, walking-stick, blotting-paper, stepping-stone, spelling-book.

(5) Adverb (or Preposition)+Noun ; as,
Outlaw, afterthought, forethought, foresight, overcoat, downfall, afternoon, bypath, inmate, off-shoot, inside.

(6) Verb+Adverb ; as,
Drawback, lock-up, go-between, die-hard, send-off.

(7) Adverb+Verb ; as,
Outset, upkeep, outcry, income, outcome.

4. **Compound Adjectives** may be formed from:—

(1) Noun+Adjective (or Participle); as,
Blood-shed, sky-blue, snow-white, pitch-dark, breast-high, skin-deep, purse-proud, lifelong, world-wide, headstrong, homesick, stone-blind, seasick, note-worthy, heart-rending, ear-piercing, time-serving, moth-eaten, heart-broken, bed-ridden, hand-made, sea-girt, love-lorn.

(2) Adjective+Adjective ; as,
Red-hot, blue-black, white-hot, dull-grey, lukewarm.

(3) Adverb+Participle ; as,
Long-suffering, everlasting, never-ending, thorough-bred, well-deserved, outspoken, down-hearted, far-seen, inborn.

5. **Compound Verbs** may be formed from:—

(1) Noun+Verb ; as,
Waylay, backbite, typewrite, browbeat, earmark.

(2) Adjective+Verb ; as,
Safe-guard, whitewash, fulfil.

(3) Adverb+Verb ; as,
Overthrow, overtake, foretell, undertake, undergo, overhear, overdo, outbid, outdo, upset, ill-use.

Note.—In most compound words it is the first word which modifies the meaning of the second. The accent is placed upon the modifying word when the amalgamation is complete. When the two elements of the compound are only partially blended, a hyphen is put between them, and the accent falls equally on both parts of the compound.

Exercise 1. *Explain the formation of the following compound words :—*

Newspaper, football, moonstruck, turncoat, brand-new, jet-black, onlooker, sooth-sayer, stronghold, ice-cold, worldly-wise, tempest-tossed, race-horse, ear-ring, cooking-stove, over-dose, fire-proof, top-heavy, heaven-born, skin-deep, wide-spread, snake-charmer, life-long, upland.

6. (II) PRIMARY DERIVATIVES.

(1) Formation of Nouns from Verbs and Adjectives.

Verbs.	*Nouns.*	*Verbs.*	*Nouns.*
Advise	advice	Gape	gap
Bear	bier	Gird	girth
Bind	bond	Grieve	grief
Bless	bliss	Live	life
Break	breach	Lose	loss
Burn	brand	Prove	proof
Choose	choice	Sing	song
Chop	chip	Sit	seat
Deal	dole	Speak	speech
Deem	doom	Strike	stroke
Dig	{ ditch dike	Strive	strife
		Wake	watch
Float	fleet	Weave	{ web woof

Adjectives.	*Nouns.*
Dull	dolt
Hot	heat
Proud	pride

(2) Formation of Adjectives from Verbs and Nouns.

Verbs.	*Adjectives.*	*Nouns.*	*Adjectives.*
Float	fleet	Milk	milch
Lie	low	Wit	wise

(3) Formation of Verbs from Nouns and Adjectives.

Nouns.	*Verbs.*	*Nouns.*	*Verbs.*
Bath	bathe	Gold	gild
Belief	believe	Grass	graze
Blood	bleed	Half	halve
Breath	breathe	Knot	knit
Brood	breed	Price	prize
Cloth	clothe	Sale	sell
Dog	dodge	Sooth	soothe
Drop	drip	Tale	tell
Food	feed	Thief	thieve
Glass	glaze	Wreath	wreathe

Adjectives.	*Verbs.*
Cool	chill
Hale	heal

7. (III) SECONDARY DERIVATIVES.

English Prefixes.

A-, *on, in*; abed, aboard, ashore, ajar, asleep.
A-, *out, from*; arise, awake, alight.
Be-, *by* (*sometimes intensive*); beside, betimes. besmear, bedaub.
For-, *thoroughly*; forbear, forgive.
Fore-, *before*; forecast, foretell.
Gain-, *against*; gainsay.
In-, *in*; income, inland, inlay.
Mis-, *wrong, wrongly*; misdeed, mislead, misjudge.
Over-, *above, beyond*; overflow, overcharge.
To-, *this*; to-day, to-night, to-morrow.
Un-, *not*; untrue, unkind, unholy.
Un-, *to reverse an action*; untie, undo, unfold.
Under-, *beneath, below*; undersell, undercharge, undergo, underground. [stand.
With-, *against, back*; withdraw, withhold, with-

Note.—There are only two prefixes of English origin that are still applied freely to new words, *mis* and *un*, the former with the force of the adjective *bad*, and the latter with the force of a negative.

Latin Prefixes.

Ab (a, abs), *from, away*; abuse, avert, abstract.
Ad (ac, af, ag, al, an, ap, ar, as, at, a), *to*; adjoin, accord, affect, aggrieve, allege, announce, appoint, arrest, assign, attach, avail.
Ambi (amb, am), *on both sides, around*; ambiguous, ambition, amputate. [cestor.
Ante (anti, an), *before*; antedate, anticipate, an-
Bene, *well*; benediction, benefit.
Bis (bi, bin), *twice, two*; biscuit, bisect, binocular.
Circum (circu), *around*; circumnavigate, circumference, circuit.
Con (col, com, cor), *with, together*; contend, collect, combine, correct.
Contra (counter), *against*; contradict, counteract, counterfeit.
De, *down*; descend, dethrone, depose.
Dis (dif, di), *apart*; disjoin, differ, divide.

Demi, *half;* demigod.
Ex (ef, e), *out of;* extract, effect, educe.
Extra, *beyond, outside of;* extraordinary, extravagant.
In (il, im, ir, en, em), *in, into;* invade, illustrate, immerse, irrigate, enact, embrace.
In (il, im, ir), *not;* insecure, illegal, imprudent, irregular.
Inter (intro, enter), *among, within;* intervene, introduce, entertain.
Male (mal), *ill, badly;* malevolent, malcontent.
Non, *not;* nonsense. [offend.
Ob (oc, of), *in the way of, against;* object, occupy,
Pen, *almost;* penultimate, peninsula.
Per (pel), *through;* pervade, pellucid.
Post, *after;* postscript, postdate, postpone.
Pre, *before;* prefix, prevent, predict.
Preter, *beyond;* preternatural.
Pro (por, pur), *for;* pronoun, portray, pursue.
Re, *back, again;* reclaim, refund, renew, return.
Retro, *backwards;* retrospect, retrograde.
Se (sed), *apart;* secede, separate, seduce, sedition.
Semi, *half;* semicircle, semicolon.
Sine, *without;* sinecure.
Sub (suc, suf, sug, sum, sup, sur, sus), *under;* subdue, succeed, suffer, suggest, summon, support, surmount, sustain.
Subter, *beneath;* subterfuge.
Super, *above;* superfine, superfluous.
Trans (tra, tres), *across;* transmit, traverse, trespass.
Vice, *in the place of;* viceroy, vice-president.

Greek Prefixes.

A (an), *without, not;* atheist, apathy, anarchy.
Amphi, *around, on both sides;* amphitheatre, amphibious.
Ana, *up, back;* anachronism, analysis.
Anti (ant), *against;* antipathy, antagonist.
Apo (ap), *from;* apostate, apology. [tect.
Arch (archi), *chief;* archbishop, archangel, archi-
Auto, *self;* autocrat, autobiography, autograph.
Cata, *down;* cataract, catastrophe, catalogue.

Di, *twice;* dilemma.
Dia, *through;* diagonal, diameter.
Dys, *badly;* dyspepsia, dysentery.
En (em), *in;* encyclopædia, emblem.
Epi, *upon;* epilogue, epitaph.
Eu, *well;* eulogy, euphony, eugenics.
Ex (ec), *out of;* exodus, eccentric.
Hemi, *half;* hemisphere.
Homo (hom), *like;* homogeneous, homonym.
Hyper, *over, beyond;* hyperbole, hypercritical.
Hypo, *under;* hypothesis, hypocrite. [nymy.
Meta (met), *implying change;* metaphor, meto-
Mono, *alone, single;* monoplane, monopoly.
Pan, *all;* panacea, panorama, pantheism.
Para, *beside, by the side of;* parallel, paradox, parasite.
Peri, *round;* period, perimeter, periscope.
Philo (phil), *love;* philosophy, philanthropy.
Pro, *before;* prophesy, programme.
Syn (sym, syl, sy), *with, together;* synonym, sympathy, syllable, system.

English Suffixes.

OF NOUNS.

(1) Denoting *agent* or *doer.*
—er (-ar, -or, -yer); painter, baker, beggar, sailor, lawyer.
—ster; spinster, punster, songster.
—ter (-ther); daughter, father.
(2) Denoting *state, action, condition, being,* etc.
—dom; freedom, martyrdom, wisdom.
—hood (-head); manhood, childhood, godhead.
—lock (-ledge); wedlock, knowledge.
—ness; darkness, boldness, goodness, sweetness.
—red; kindred, hatred.
—ship; hardship, friendship, lordship.
—th; health, stealth, growth.
(3) Forming *Diminutives.*
—el (-le); satchel, kernel, girdle, handle.
—en; maiden, kitten, chicken.
—ie; dearie, birdie, lassie.
—kin; lambkin, napkin.

—let; leaflet.
—ling; duckling, darling, stripling, weakling.
—ock; hillock, bullock.

OF ADJECTIVES.

—ed, *having*; gifted, talented, wretched, learned.
—en, *made of*; wooden, golden, woollen, earthen.
—ful, *full of*; hopeful, fruitful, joyful.
—ish, *somewhat like*; boorish, reddish, girlish.
—less, *free from, without*; fearless, shameless, hopeless, senseless, boundless.
—ly, *like*; manly, godly, sprightly.
—some, *with the quality of*; wholesome, meddlesome, gladsome, quarrelsome.
—ward, *inclining to*; forward, wayward.
—y, *with the quality of*; wealthy, healthy, windy, slimy, greedy, needy, thirsty, dirty.

OF VERBS.

—en, *causative, forming transitive verbs*; weaken, sweeten, gladden, deaden, strengthen.
—se, *to make*; cleanse, rinse.
—er, *intensive or frequentative*; chatter, glitter, glimmer, fritter, flutter.

OF ADVERBS.

—ly, *like*; boldly, wisely.
—long; headlong, sidelong.
—ward (-wards), *turning to*; homeward, backwards, upwards.
—way (-ways); straightway, anyway, always.
—wise, *manner, mode*; likewise, otherwise.

Note.—We still feel the force of a few English suffixes. These are:—

—er, *denoting the actor or agent*; as, driver.
—hood, *indicating rank or condition*; as, boyhood.
—kin, ling, *diminutives*; as, lambkin, yearling.
—ness, ship, th, *indicating abstract nouns*; as, loveliness, friendship, truth.
—en, ful, ish, less, ly, some, ward, y, *adjective and adverb endings*; as, golden, hopeful, oldish, helpless, manly, lonesome, homeward, mighty.

Latin Suffixes.

OF NOUNS.

(1) Denoting chiefly the *agent* or *doer of a thing.*
—**ain (-an, -en, -on)**; chieftain, artisan, citizen, surgeon.
—**ar (-er, -eer, -ier, -ary)**; scholar, preacher, engineer, financier, missionary.
—**ate (-ee, -ey, -y)**; advocate, trustee, attorney, deputy.
—**or (-our, -eur, -er)**; emperor, saviour, amateur, interpreter.
(2) Denoting *state, action, result of an action.*
—**age**; bondage, marriage, breakage, leakage.
—**ance (-ence)**; abundance, brilliance, assistance, excellence, innocence.
—**cy**; fancy, accuracy, lunacy, bankruptcy.
—**ion**; action, opinion, union.
—**ice (-ise)**; service, cowardice, exercise.
—**ment**; punishment, judgment, improvement.
—**mony**; parsimony, matrimony, testimony.
—**tude**; servitude, fortitude, magnitude.
—**ty**; cruelty, frailty, credulity.
—**ure**; pleasure, forfeiture, verdure.
—**y**; misery, victory.
(3) Forming *diminutives.*
—**cule (-ule, -cel, -sel, -el, -le)**; animalcule, globule, parcel, damsel, chapel, circle.
—**et**; owlet, lancet, trumpet.
—**ette**; cigarette, coquette.
(4) Denoting *place.*
—**ary (-ery, -ry)**; dispensary, library, nunnery, treasury.
—**ter (-tre)**; cloister, theatre.

OF ADJECTIVES.

—**al**; national, legal, regal, mortal, fatal.
—**an (-ane)**; human, humane, mundane.
—**ar**; familiar, regular.
—**ary**; customary, contrary, necessary, ordinary, honorary.

—ate; fortunate, temperate, obstinate.
—ble (-ible, -able); feeble, sensible, laughable.
—esque; picturesque, grotesque.
—id; humid, vivid, lucid.
—ile; servile, fragile, juvenile.
—ine; feminine, canine, feline, divine.
—ive; active, attentive, sportive.
—lent; corpulent, indolent, turbulent, virulent.
—ose (-ous); verbose, dangerous, onerous, copious.

OF VERBS.

—ate; assassinate, captivate, exterminate.
—esce; acquiesce, effervesce.
—fy; simplify, purify, fortify, sanctify, terrify.
—ish; publish, nourish, punish, banish.

Greek Suffixes.

—ic (-ique); angelic, cynic, phonetic, unique.
—ist; artist, chemist.
—isk; asterisk, obelisk.
—ism (-asm); patriotism, despotism, enthusiasm.
—ize; civilize, sympathize, criticize.
—sis (-sy); crisis, analysis, heresy, poesy.
—e (-y); catastrophe, monarchy, philosophy.

Note.—We still feel the force of a number of suffixes of foreign origin. These are:—

ee (French), added to nouns to denote, usually, the person who takes a passive share in an action; as, employee, payee, legatee, mortgagee, trustee, referee.

or, ar, er, eer, ier, denoting a person who performs a certain act or function; as, emperor, scholar, officer, muleteer, gondolier.

ist, denoting a person who follows a certain trade or pursuit; as, chemist, theosophist, artist, nihilist.

ism, forming abstract nouns; as, patriotism.

ble, forming adjectives that have usually a passive sense; as, tolerable, bearable.

ize or *ise*, forming verbs from nouns and adjectives; as, crystallize, civilize, moralize, baptize.

Exercise 2. (*a*) *Give examples showing the use and meaning of the following prefixes :—*

super-, trans-, con-, sub-, auto-, mis-, ante-, post-, vice-, extra-, pre-, arch-.

(*b*) *Give examples of adjectives formed from nouns by the addition of the suffixes* -en, -ish, -less, *and explain the meaning of the suffixes.*

(*c*) *Show by the use of suffixes that we can use a single word to express the meaning of each of the following groups of words :—*

A little river, the state of being a child, to make fat, that which cannot be read, unfit to be chosen.

(*d*) *Give the meanings of the prefixes and suffixes in the following words :—*

Incredible, antidote, anarchy, misconduct, monarch, sympathy, manhood, hillock, archbishop, amiss, bicycle, dismantle, freshen.

(*e*) *Form Adjectives from the following nouns :—*

Circumstance, habit, stone, miser, irony, labour, circuit.

(*f*) *Form Verbs from :—*

Friend, bath, fertile, grass, clean, sweet, critic.

(*g*) *Form Nouns from :—*

Sustain, attain, confess, attach, fortify, oblige, give, cruel, hate, govern, sweet.

(*h*) *Form Adjectives from :—*

Muscle, hazard, worth, quarrel, admire, thirst, god.

(*i*) *Add to each of the following words a prefix which reverses the meaning :—*

Fortune, legible, visible, agreeable, ever, fortunate, practicable, honour, patience, sense, truth, resolute, legal, capable, organize, credible, creditable.

(*j*) *What is the force or meaning of the (1) Prefixes :* in-, bene-, post-, dys-, dis-; *(2) Suffixes :* -en, -fy, -ness, -isk, -ing ? *Name the language from which each is derived.*

(*k*) *Mention two prefixes which denote (1) reversal of an action ; (2) something good ; (3) something bad ; (4) a negative.*

(*l*) *Name the primary derivatives of the following words :—*

Hale, glass, high, sit, dig, strong, deep.

(*m*) *By means of a suffix turn each of the following words into an abstract noun :—*

Grand, discreet, supreme, rival, certain, warm, desolate, dense.

8. A Root is the simple element common to words of the same origin.

A Few Latin Roots.

Æquus, *equal*: equal, equator, equivalent, adequate.
Ager, *a field*: agriculture, agrarian.
Ago, actus, *I do*: agent, agile, active, actor.
Alius, *another*: alien, aliquot, alias, alibi.
Amo, *I love*: amiable, amateur, amorous, inimical.
Angulus, *a corner*: angle, triangle.
Anima, *life*; **animus**, *mind*: animal, animate, unanimous, [magnanimous.
Annus, *a year*: annual, biennial, perennial.
Aperio, apertus, *I open*: aperture, April.
Appello, *I call*: appeal, repeal.
Aqua, *water*: aquatic, aquarium, aqueduct.
Ars, artis, *art*: artist, artisan, artifice.
Audio, *I hear*: audible, audience, auditor.
Bellum, *war*: belligerent, rebel, rebellious.
Bene, *well*: benefit, benevolent, benefactor.
Brevis, *short*: brevity, abbreviate, abridge.
Caedo, caesus, *I cut, kill*: suicide, homicide, concise.
Candeo, *I shine*: candle, candid, candour, incandescent.
Capio, captus, *I take*: captive, capacious, accept.
Caput, capitis, *the head*: capital, decapitate, captain.
Caro, carnis, *flesh*: carnivorous, carnage.
Cedo, cessum, *I go, yield*: concede, proceed, accede.
Centrum, *centre*: eccentric, centralize, concentrate.
Centum, *a hundred*: cent, century, centipede.
Cerno, cretus, *I distinguish*: discern, discreet.
Civis, *citizen*: civil, civilize.
Clamo, *I shout*: clamour, claim, exclaim.
Claudo, clausus, *I shut*: exclude, conclude, closet.
Colo, cultus, *I till*: colony, culture, cultivate, agriculture.
Cor, cordis, *the heart*: core, cordial, concord, discord, accord, courage.
Corpus, *the body*: corpse, corps, corporation, corpulent.
Credo, *I believe*: creed, credible, credence, miscreant.
Cresco, *I grow*: increase, decrease, crescent.
Crux, *a cross*: crucify, crusade.
Culpa, *a fault*: culprit, culpable.
Cura, *care*: curator, sinecure, accurate, secure, incurable.
Deus, *God*: deity, deify, divine.
Dico, dictus, *I say*: dictation, contradict, predict, verdict.
Dies, *a day*: diary, daily, meridian.
Do, datus, *I give*: add, date, tradition, addition, condition.
Doceo, doctus, *I teach*: docile, doctrine.
Dominus, *a lord*: dominion, dominant.

Duco, ductus, *I lead*: adduce, conduit, product, education.
Duo, *two*: dual, duel, double, duplicate, duodecimal.
Durus, *hard, lasting*: durable, obdurate, duration.
Eo, itum, *I go*: exit, circuit, transition, ambition.
Esse, *to be*: essence, essential, present, absent.
Facio, *I make*: fabric, counterfeit, manufacture.
Fero, latus, *I carry*: infer, confer, refer, relate.
Fido, *I trust*: confide, infidel, defy.
Finis, *an end*: finite, infinite, confine.
Flecto, flexus, *I bend*: inflict, inflexible, reflection.
Flos, floris, *a flower*: flora, floral, florid, flourish.
Forma, *a form*: formal, deformed, reform.
Fortis, *strong*: fort, fortress, fortify, fortitude, reinforce.
Frango, fractus, *I break*: fragment, fragile, fraction, infringe.
Frater, *a brother*: fraternal, fratricide.
Frons, frontis, *forehead*: front, affront, frontier, confront.
Fugio, *I flee*: fugitive, refugee, refuge, subterfuge.
Fundo, fusus, *I pour*: profuse, diffuse, confuse, refund.
Fundus, *the bottom*: found, foundation, profound, fundamental, founder.
Gens, gentis, *a race*: congenial, indigenous.
Gradior, grassus, *I go*: grade, degrade, transgress, progress.
Gratia, *favour*: gratitude, gratis, ingratiate, grateful.
Gravis, *heavy*: gravity, gravitation, grief, grievous.
Habeo, *I have*: habit, habitable, habituate, exhibit, inhabit, prohibit.
Homo, *a man*: homage, homicide, human, humane.
Impero, *I command*: imperative, imperial, emperor, empire.
Jacio, jactus, *I throw*: ejaculate, reject. [judice.
Judex, judicis, *a judge*: judicial, judgment, judicious, pre-
Jungo, junctus, *I join*: junction, conjunction, juncture.
Labor, lapsus, *I glide*: lapse, collapse, relapse, elapse.
Laus, laudis, *praise*: laudable, laudatory.
Lego, lectus, *I gather, read*: collect, neglect, select.
Lego, legatus, *I send*: delegate, legation.
Levis, *light*: levity, alleviate, elevate, leaven.
Lex, legis, *a law*: legal, legislate, legitimate, loyal.
Liber, *free*: liberal, libertine, deliver.
Ligo, *I bind*: ligature, ligament, religion, league, obligation.
Litera, *a letter*: literal, literary, literate, literature.
Locus, *a place*: local, locality, locomotive.
Loquor, locutus, *I speak*: loquacious, elocution, eloquence.
Ludo, lusum, *I play*: elude, delude, ludicrous.
Lumen, *a light*: luminous, luminary.
Luo, lutus, *I wash*: lotion, ablution, deluge, dilute, pollute.
Lux, lucis, *light*: lucid, elucidate.
Magnus, *great*: major, mayor, magnate, magnify, magnitude.

Malus, *bad*: malady, malice, maltreat, malaria.
Manus, *hand*: manuscript, amanuensis, manual.
Mare, *the sea*: marine, mariner, submarine, maritime.
Mater, *a mother*: maternal, matriculate, matron, matrimony.
Medius, *the middle*: medium, mediate.
Memor, *mindful*: memory, memorable, memoir.
Miles, militis, *a soldier*: military, militia, militant.
Mitto, missus, *I send*: admit, missionary, promise.
Moneo, monitus, *I advise*: monitor, admonish.
Mons, montis, *a mountain*: mount, dismount, surmount.
Moveo, motus, *I move*: motor, motion, commotion, promote
Multus, *many*: multitude, multiply.
Munus, muneris, *a gift*: munificent, remunerate.
Navis, *a ship*: navy, nautical.
Noceo, *I hurt*: innocent, noxious, nuisance.
Novus, *new*: novel, novice, innovation.
Nox, noctis, *night*: nocturnal, equinox.
Omnis, *all*: omnipotent, omnipresent, omnibus.
Pando, passus, *I spread out*: expand, compass, trespass.
Pars, partis, *a part*: part, partial, particle.
Pater, *a father*: paternal, patron, patrimony.
Patior, passus, *I suffer*: passive, patient.
Pello, pulsus, *I drive*: compel, expel, repel.
Pendeo, pensum, *I hang*: depend, suspend.
Pes, pedis, *a foot*: biped, quadruped, pedestrian, pedestal.
Peto, petitus, *I seek*: petition, competition, impetuous.
Pleo, *I fill*: complete, replete, replenish, supplement.
Pono, positus, *I place*: position, preposition, composition.
Porto, *I carry*: portable, portmanteau, import, export.
Primus, *first*: primary, primitive, prince, premier, principal.
Probo, *I try*: probation, probable, approval.
Puto, putatus, *I cut, think*: amputate, dispute, compute.
Rapio, raptus, *I seize*: rapacious, ravenous.
Rego, rectus, *I rule*: regal, regent, correct, regulate.
Rumpo, ruptus, *I break*: rupture, rout, bankrupt, eruption.
Sanctus, *holy*: sanctuary, sanctify, saint.
Scio, *I know*: science, conscience, omniscience.
Scribo, scriptus, *I write*: describe, scribble, postscript, inscription, manuscript.
Seco, *I cut*: bisect, dissect, sickle.
Sentio, *I feel*: sentiment, sensation, nonsense, sensual.
Sequor, secutus, *I follow*: sequel, sequence, consequence, prosecute, execute.
Servio, *I serve*: servant, serf, service, servitude.
Signum, *a sign*: signal, significant, design.
Similis, *like*: similar, dissimilar, resemblance.
Solvo, solutus, *I loose*: solution, resolution, absolve, dissolve, resolve.

Specio, spectus, *I see*: specimen, spectator, suspicion.
Spiro, *I breathe*: aspire, conspire, inspire, expire.
Stringo, strictus, *I bind*: stringent, strict, restrict.
Struo, structus, *I build*: structure, construction.
Sumo, sumptus, *I take*: assume, presume, resume.
Tango, tactus, *I touch*: tangent, contact, contagion.
Tempus, temporis, *time*: tense, temporal, contemporary.
Tendo, tensus, *I stretch*: tend, contend, attend, extend.
Teneo, tentus, *I hold*: tenant, tenure, content, retentive.
Terminus, *an end*: term, terminate, determination.
Terra, *the earth*: inter, subterranean, terrestrial.
Texo, textus, *I weave*: textile, texture, context.
Torqueo, tortus, *I twist*: distort, torture, torment.
Traho, tractus, *I draw*: contract, abstract, portrait.
Tribuo, *I give*: tribute, contribute.
Unus, *one*: union, unique, unanimous.
Valeo, *I am well*: valid, invalid, equivalent, valiant.
Venio, *I come*: venture, adventure, convene, prevent.
Verbum, *a word*: verb, adverb, proverb, verbose, verbal.
Verto, versus, *I turn*: convert, converse, reverse, diversion.
Verus, *true*: verify, verdict, aver, veracious.
Video, visus, *I see*: vision, survey, evident.
Vinco, victus, *I conquer*: victor, invincible, convince.
Vivo, victum, *I live*: vivid, vivacious, revive, survive.
Voco, vocatus, *I call*: vocal, vocation, vociferous, invoke, revoke.
Volo, *I wish*: voluntary, benevolent, malevolence.
Volvo, *I roll*: revolve, involve, revolution.
Voro, *I eat*: voracious, omnivorous, carnivorous, devour.
Voveo, votus, *I vow*: vote, devote, devotee, votary.
Vulgus, *the common people*: vulgar, divulge.

A Few Greek Roots.

Ago, *I lead*: demagogue, pedagogue, stratagem.
Agon, *a contest*: agony, antagonist.
Anthropos, *a man*: anthropology, misanthrope, philanthropist.
Aster, astron, *a star*: asterisk, astronomy, astrology.
Autos, *self*: autocrat, autograph, autonomy, autobiography.
Biblos, *a book*: Bible, bibliography, bibliomaniac.
Bios, *life*: biology, biography.
Chole, *bile*: choleric, melancholy.
Chronos, *time*: chronicle, chronology, chronometer, chronic.
Deka, *ten*: decagon, decade.
Demos, *the people*: democracy, demagogue, epidemic.
Doxa, *opinion*: orthodox, dogmatic.
Gamos, *marriage*: monogamy, bigamy, poligamy.

Ge, *the earth*: geology, geography, geometry.
Gonia, *an angle*: diagonal, polygon, hexagon.
Grapho, *I write*: biography, telegraph, telegram, phonograph.
Helios, *the sun*: heliograph, heliotrope.
Hippos, *a horse*: hippopotamus, hippodrome.
Hodos, *a way*: period, method, episode.
Homos, *the same*: homogeneous, homonym.
Hudor, *water*: hydrogen, hydrophobia, hydrant.
Idios, *one's own*: idiot, idiom, idiosyncrasy.
Isos, *equal*: isosceles.
Kosmos, *the world*: cosmopolite.
Kratos, *strength*: democrat, autocrat, aristocrat, plutocrat.
Kuklos, *a circle*: cycle, cyclone, encyclopædia.
Lithos, *a stone*: lithography, aerolite.
Logos, *a word, speech*: dialogue, catalogue, astrology.
Luo, *I loosen*: analysis, paralysis.
Meter, *a mother*: metropolis.
Metron, *a measure*: metre, thermometer, barometer.
Mikros, *little*: microscope.
Monos, *alone*: monarch, monopoly.
Nomos, *a law*: astronomy, economy, autonomy.
Ode, *a song*: prosody, parody.
Onoma, *a name*: anonymous, synonymous.
Orthos, *right*: orthodoxy, orthography.
Pan, *all*: pantheist, pantomime, panacea.
Pathos, *feeling*: pathetic, sympathy, antipathy.
Petra, *a rock*: petrify, petroleum.
Phileo, *I love*: philosophy, philanthropy.
Phone, *a sound*: phonograph, telephone.
Phos, photos, *light*: phosphorus, photograph.
Phrasis, *a speech*: paraphrase, phraseology.
Poieo, *I make*: poem, onomatopœia.
Polis, *a city*: police, policy, politic, metropolis.
Polus, *many*: polygamy, polygon.
Pous, podos, *a foot*: antipodes, tripod.
Rheo, *I flow*: rheumatic, diarrhœa, catarrh.
Skopeo, *I see*: telescope, microscope.
Sophia, *wisdom*: philosopher, sophist.
Techne, *an art*: technical, architect, pyrotechnics.
Tele, *after*: telegraph, telegram, telephone, telescope.
Temno, *I cut*: anatomy, epitome.
Theos, *a god*: theism, theology, theosophy.
Thermos, *warm*: thermometer.
Thesis, *a placing*: hypothesis, synthesis, parenthesis.
Treis, *three*: triangle, tripod, trinity.
Tupos, *impression*: type, stereotype, electrotype.
Zoon, *an animal*: zoology, zodiac.

CHAPTER XLI.

FIGURES OF SPEECH.

9. A Figure of Speech is a departure from the ordinary form of expression, or the ordinary course of ideas, in order to produce a greater effect.

10. Figures of Speech may be classified as under:—

(1) Those based on Resemblance, such as Simile, Metaphor, Personification and Apostrophe.

(2) Those based on Contrast, such as Antithesis and Epigram.

(3) Those based on Association, such as Metonymy and Synecdoche.

(4) Those depending on construction, such as Climax and Anticlimax.

11. Simile.—In a Simile a comparison is made between two objects of *different* kinds which have however at least one point in common.

The Simile is usually introduced by such words as *like, as,* or *so.*

Examples :—

1. The Assyrian came down like a wolf on the fold.
2. The righteous shall flourish as the palm tree.
3. As the hart panteth after the water-brooks, so panteth my soul after Thee, O God.
4. Words are like leaves; and where they most abound,
Much fruit of sense beneath is rarely found.
5. How far that little candle throws his beams!
So shines a good deed in a naughty world.
6. Life is as tedious as a twice-told tale
Vexing the dull ear of a drowsy man.
7. Thy soul was like a star, and dwelt apart:
Thou hadst a voice whose sound was like the sea.
8. O my Love's like a red, red rose
That's newly sprung in June;
O my Love's like the melodie
That's sweetly played in tune.

The following are some common similes of everyday speech:—

Mad as a March Hare; as proud as a peacock; as bold as brass; as tough as leather; as clear as crystal; as good as gold; as old as the hills; as cool as a cucumber.

Note.—A comparison of two things of the *same* kind is not a Simile.

12. Metaphor.—A Metaphor is an *implied* Simile. It does not, like the Simile, state that one thing is *like* another or acts *as* another, but takes that for granted and proceeds as if the two things were one.

Thus, when we say, 'He fought *like* a lion', we use a Simile ; but when we say, 'He *was* a lion in the fight' we use a Metaphor.

Examples :—

1. The camel is the ship of the desert.
2. Life is a dream.
3. The news was a dagger to his heart.
4. Revenge is a kind of wild justice.

Note 1.—Every Simile can be compressed into a Metaphor and every Metaphor can be expanded into a Simile.

Thus, instead of saying,

Richard fought *like* a lion (Simile),

we can say,

Richard *was* a lion in the fight (Metaphor).

Similarly, instead of saying,

The camel is the ship of the desert (Metaphor),

we may expand it and say,

As a ship is used for crossing the ocean, so the camel is used for crossing the desert (Simile).

Other examples :—

Variety is the spice of life (Metaphor).

As spice flavours food, so variety makes life more pleasant (Simile).

The waves broke on the shore with a noise like thunder (Simile).

The waves thundered on the shore (Metaphor).

Note 2.—Metaphor should never be *mixed*. That is, an object should not be identified with two or more different things in the same sentence.

The following is a typical example of what is called a *Mixed Metaphor*.

I smell a rat ; I see it floating in the air ; but I will nip it in the bud.

13. Personification.—In Personification inanimate objects and abstract notions are spoken of as having life and intelligence.

Examples :—

1. In Saxon strength that abbey frowned.
2. Laughter holding both her sides.
3. Death lays his icy hand on kings.
4. Pride goeth forth on horseback, grand and gay,
   But cometh back on foot, and begs its way.

14. Apostrophe.—An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. This figure is a special form of Personification.

Examples :—

1. Milton! thou should'st be living at this hour.
2. O Friend! I know not which way I must look
   For comfort.
3. Roll on, thou deep and dark blue Ocean — Roll!
4. O death! where is thy sting? O grave! where is thy victory?
5. O liberty, what crimes have been committed in thy name!
6. Wave, Munich, all thy banners wave,
   And charge with all thy chivalry!
7. O judgment! thou art fled to brutish beasts.
8. O Solitude! where are the charms
   That sages have seen in thy face?

15. Hyperbole.—In Hyperbole a statement is made emphatic by overstatement.

Examples :—

1. Here's the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.
2. Why, man, if the river were dry, I am able to fill it with tears.
3. O Hamlet! thou hast cleft my heart in twain.
4. Surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision than Marie Antoinette.
5. I loved Ophelia; forty thousand brothers
   Could not with all their quantity of love
   Make up the sum.

16. Euphemism.—Euphemism consists in the description of a disagreeable thing by an agreeable name.

Examples :—

1. He has fallen asleep (*i. e.*, he is dead).
2. You are telling me a fairy tale (*i. e.*, a lie).

17. Antithesis.—In Antithesis a striking opposition or contrast of words or sentiments is made in the same sentence. It is employed to secure emphasis.

Examples :—

1. Man proposes, God disposes.
2. Not that I loved Cæsar less, but that I loved Rome more.
3. Better fifty year of Europe than a cycle of Cathay.
4. Give every man thy ear, but few thy voice.
5. Speech is silvern, but silence is golden.
6. To err is human, to forgive divine.
7. Many are called, but few are chosen.
8. He had his jest, and they had his estate.
9. The Puritans hated bear-baiting, not because it gave pain to the bear, but because it gave pleasure to the spectators.
10. A man's nature runs either to herbs or weeds; therefore, let him seasonably water the one and destroy the other.

18. Oxymoron.—Oxymoron is a special form of Antithesis, whereby two contradictory qualities are predicted at once of the same thing.

Examples :—

1. His honour rooted in dishonour stood,
   And faith unfaithful kept him falsely true.
2. So innocent-arch, so cunningly simple.
3. She accepted it as the kind cruelty of the surgeon's knife.

19. Epigram.—An Epigram is a brief pointed saying frequently introducing antithetical ideas which excite surprise and arrest attention.

Examples :—

1. The child is father of the man.
2. A man can't be too careful in the choice of his enemies.
3. Fools rush in where angels fear to tread.
4. In the midst of life we are in death.
5. Art lies in concealing art.
6. He makes no friend, who never made a foe.
7. Know then thyself, presume not God to scan;
   The proper study of mankind is man.
8. The fool doth think he is wise, but the wise man knows himself to be a fool.
9. Lie heavy on him, earth, for he*
   Laid many a heavy load on thee.
10. Here lies our Sovereign Lord the King
    Whose word no man relies on,
    Who never said a foolish thing
    And never did a wise one.

* Vanbrugh, the architect.

20. Irony.—Irony is a mode of speech in which the real meaning is exactly the opposite of that which is literally conveyed.

Examples :—

1. No doubt but ye are the people, and wisdom shall die with you.
2. The atrocious crime of being a young man, which the honourable gentleman has, with such spirit and decency, charged upon me, I shall neither attempt to palliate nor deny.
3. Here under leave of Brutus and the rest
(For Brutus is an honourable man:
So are they all, all honourable men)
Come I to speak in Cæsar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honourable man.

21. Pun.—A Pun consists in the use of a word in such a way that it is capable of more than one application, the object being to produce a ludicrous effect.

Examples :—

1. Is life worth living?—It depends upon the *liver*.
2. An ambassador is an honest man who *lies* abroad for the good of his country.

22. Metonymy.—In Metonymy (literally, *a change of name*) an object is designated by the name of something which is generally associated with it.

Some familiar examples :—

The Bench, for the judges.
The House, for the members of the House of Commons.
The laurel, for success.
Red-coats, for British soldiers.
Bluejackets, for sailors.
The Crown, for the king.

Since there are many kinds of association between objects, there are several varieties of Metonymy.

Thus a Metonymy may result from the use of—

(*i*) The sign for the person or thing symbolized; as,
You must address the *chair* (*i. e.*, the chairman).
From the *cradle* to the *grave* (*i. e.*, from infancy to death).

(*ii*) The container for the thing contained; as,
The whole *city* went out to see the victorious general.
The *kettle* boils.
Forthwith he drank the fatal *cup*.

He keeps a good *cellar*.
He was playing to the *gallery*.
He has undoubtedly the best *stable* in the country.

(*iii*) The instrument for the agent ; as,
The *pen* is mightier than the *sword*.

(*iv*) The author for his works ; as,
We are reading *Milton*.
Do you learn *Euclid* at your school ?

(*v*) The name of a feeling or passion for its object ; as,

He turn'd his charger as he spake
  Upon the river shore,
He gave the bridle-reins a shake,
  Said 'Adieu for evermore,
      My *love*!
And adieu for evermore.'

23. Synecdoche.—In Synecdoche a part is used to designate the whole or the whole to designate a part.

(*i*) A part used to designate the whole ; as,
Give us this day our daily *bread* (*i.e.*, food).
All *hands* (*i. e.*, crew) to the pumps!
Uneasy lies the *head* that wears a crown.
A fleet of fifty *sail* (*i. e.*, ships) left the harbour.
All the best *brains* in Europe could not solve the problem.
He has many *mouths* to feed.

(*ii*) The whole used to designate a part ; as,
England (*i. e.*, the English cricket eleven) won the first test match against Australia.

24. Transferred Epithet.—In this figure an epithet is transferred from its proper word to another that is closely associated with it in the sentence.

Examples :—

1. He passed a *sleepless* night.
2. The ploughman homeward plods his *weary* way.
3. A lackey presented an *obsequious* cup of coffee.

25. Litotes.—In Litotes an affirmative is conveyed by negation of the opposite, the effect being to suggest a strong expression by means of a weaker. It is the opposite of Hyperbole.

Examples :—

1. I am a citizen of *no mean* (= a very celebrated) city.
2. The man is *no fool* (= very clever).
3. I am *not a little* (= greatly) surprised.

26. Interrogation.—Interrogation is the asking of a question, not for the sake of getting an answer, but to put a point more effectively.

This figure of speech is also known as **Rhetorical Question** because a question is asked merely for the sake of rhetorical effect.

Examples :—

1. Am I my brother's keeper?
2. Do men gather grapes of thorns, or figs of thistles?
3. Shall I wasting in despair
   Die because a woman's fair?
4. Who is here so vile that will not love his country?
5. Breathes there the man with soul so dead
   Who never to himself hath said,
   This is my own, my native land?
6. Can storied urn or animated bust
   Back to its mansion call the fleeting breath?

27. Exclamation.—In this figure the exclamatory form is used to draw greater attention to a point than a mere bald statement of it could do.

Examples :—

1. What a piece of work is man!
2. How sweet the moonlight sleeps upon this bank!
3. O what a fall was there, my countrymen!

28. Climax.—Climax (Gk. *Klimax*=a ladder) is the arrangement of a series of ideas in the order of increasing importance.

Examples :—

1. Simple, erect, severe, austere, sublime.
2. What a piece of work is man! How noble in reason, how infinite in faculties! In action, how like an angel! In apprehension, how like a god!

29. Anticlimax.—Anticlimax is the opposite of Climax—a sudden descent from higher to lower. It is chiefly used for the purpose of satire or ridicule.

Examples :—

1. Here thou, great Anna! whom three realms obey,
   Dost sometimes counsel take — and sometimes tea.
2. And thou, Dalhousie, the great god of war,
   Lieutenant-Colonel to the Earl of Mar.

Exercise 3. *Name the various Figures of Speech in the following* :—

1. The more haste, the less speed.

2. I must be taught my duty, and by you!
3. Plead, Sleep, my cause, and make her soft like thee.
4. Charity suffereth long, and is kind.
5. He makes no friend, who never made a foe.
6. He that planted the ear, shall He not hear? He that formed the eye, shall He not see?
7. Let not ambition mock their useful toil.
8. To gossip is a fault; to libel, a crime; to slander, a sin.
9. Oh! what a noble mind is here overthrown.
10. Excess of ceremony shows want of breeding.
11. Why all this toil for triumphs of an hour?
12. Fools who came to scoff, remained to pray.
13. The Puritan had been rescued by no common deliverer from the grasp of no common foe.
14. The cup that cheers but not inebriates.
15. You are a pretty fellow.
16. Hasten slowly. 17. Hail! smiling morn.
18. Can two walk together, except they be agreed?
19. Curses are like chickens: they come home to roost.
20. A thousand years are as yesterday when it is past.
21. The prisoner was brought to the dock in irons.
22. We had nothing to do, and we did it very well.
23. Boys will be boys.
24. The cloister oped her pitying gate.
25. Lowliness is young Ambition's ladder.
26. Language is the art of concealing thought.
27. Must I stand and crouch under your testy humour?
28. Exult, O shores, and ring, O bells!
29. He followed the letter, but not the spirit of the law.
30. One truth is clear, whatever is is right.
31. I came, I saw, I conquered.
32. Labour, wide as the earth, has its summit in heaven.
33. Just for a handful of silver he left us.
34. They were swifter than eagles; they were stronger than lions.
35. Swiftly flies the feathered death.
36. It is a wise father that knows his own child.
37. Brave Macbeth, with his brandished steel, carved out his passage.
38. Sweet Thames! run softly, till I end my song.
39. There is only one cure for the evils which newly acquired freedom produces — and that cure is freedom.
40. Sweet Auburn, loveliest village of the plain,
Where health and plenty cheered the labouring swain.
41. So spake the seraph Abdiel faithful found,
Among the faithless, faithful only he.

42. Youth is full of pleasure,
Age is full of care.
43. Like the dew on the mountain,
Like the foam on the river,
Like the bubble on the fountain,
Thou art gone and for ever.
44. Can Honour's voice provoke the silent dust,
Or Flattery soothe the dull cold ear of Death?
45. Golden lads and girls all must,
As chimney-sweepers, come to dust.
46. Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears still a precious jewel in its head.
47. The naked every day he clad
When he put on his clothes.
48. O mischief, thou art swift
To enter in the thoughts of desperate men.
49. Knowledge is proud that it knows so much,
Wisdom is humble that it knows no more.
50. At once they rush'd
Together, as two eagles on one prey
Come rushing down together from the clouds,
One from east, one from west.
51. Errors, like straws, upon the surface flow;
He who would search for pearls must dive below.
52. The best way to learn a language is to speak it.
53. Sceptre and crown
Must tumble down,
And in the dust be equal made
With the poor crooked scythe and spade.
54. O Solitude! where are the charms
That sages have seen in thy face?
55. I thought ten thousand swords must have leapt from their scabbards to avenge a look that threatened her with insult.
56. The soldier fights for glory, and a shilling a day.
57. His honour rooted in dishonour stood,
And faith unfaithful kept him falsely true.
58. They speak like saints, and act like devils.
59. He was a learned man among lords, and a lord among learned men.
60. Speech was given to man to conceal his thoughts.

Exercise 4. *Transform the following sentences, changing the Similes into Metaphors :—*

1. Danger will pass away like a troubled night.
2. Memory is like a purse; if it be overful so that it cannot shut, all will drop out of it.

Exercise 5. *Show that Metaphors are mixed in the following comparisons :—*

1. No human happiness is so serene as not to contain any alloy.
2. Hope, the balm of life, darts a ray of light through the thickest gloom.
3. Gentlemen, the apple of discord has been thrown into our midst: and, if it be not nipped in the bud, it will burst into a conflagration, which will deluge the world!
4. It is time that you put your foot down with a firm hand.
5. It is no use beating about the bush; better hit the nail on the head at once.